



天主教柏德學校  
Bishop Paschang Catholic 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. Lai Wing Chun	Ms. Tong Kwok Man Joanne	Established	Aided Whole Day	Co-ed	Catholicism
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Catholic Diocese of Hong Kong	Kindness, Justice, Diligence and Thriftiness.	1969	Chinese	School Bus	About 6600 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	\$350 (special purposes charges)	-

### School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	3	1	1	Shrine of Holy Mary, Activity area, The School Garden, BPCS History Wall, Bible Story Murals.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Computer Room, Music Room, Visual Arts Room, STEM Lab, Chapel, English Reading Room, Dancing Room, Multi-purpose area, Meeting Room and Speech Therapy 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				56	Total number of teachers in the school		59
Qualifications and professional training (%)				Years of Experience (%)			
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above	
100%	100%	40%	64%	7%	21%	72%	

### 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. Putonghua is used as the medium of instruction in Chinese lessons from P.2 to P.3. 2. Small class teaching mode is employed from P.1 to P.6. 3. A three-tier operation mode is adopted in implementing gifted education.						
Remarks	In order to have good care of our students, we have 'double class teachers' in P.1.						

### 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	In addition to the dictations, tests and exams which are held at regular intervals, assessments including project learning, small group reports, oral presentations, teachers' observations, and daily tasks are used to assess 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	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	3:15 PM	12:50 PM - 1:45 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Besides implementing the Healthy Eating Policy launched by Department of Health, we nurture our students to maintain a healthy lifestyle through a series of health promotion activities, such as Fruit Day, talks related to preventing drug abuse, sex education and hygiene, Physical Fitness Scheme, diverse sport activities, etc.		Extra-curricular activities are held on Thursday afternoons and Saturday mornings.		

Life-wide Learning

Various types of outings, overseas exchange groups, extra-curricular activities: Computer, Maths, Drama, Chinese and English Choral Speaking, Badminton, Football, Table Tennis, Volleyball, Basketball, Choirs, Symphonic band, Percussion, Art, Calligraphy, Chess, Dancing, STEAM, English Ambassadors, Cub Scout, Brownies and Pioneers of Christ, etc.

School Mission

Our school is dedicated to upholding the teachings of the Gospel of Christ and serving the less fortunate, all while instilling the values of "Kindness, Justice, Diligence, and Thriftiness" in our students. We prioritize the holistic development of our students, nurturing their spirituality, ethics, intellect, physical fitness, social skills, and appreciation for aesthetics. Our goal is to foster the cultivation of proper values. In addition, we strongly encourage our students to engage in extracurricular activities, which allow them to explore and achieve their individual potentials.

School Characteristics

School Management

School Management Organisation:

The Incorporated Management Committee is chaired by the Supervisor. It manages and monitors the general operation of the school. Principal, Vice-principal and executive committees are responsible for the organization of school development and daily administration work.

Incorporated Management Committee / School Management Committee / Management Committee:

The School's Incorporated Management Committee was established on 1st March, 2006.

School Green Policy:

Develop a sense of environmental protection and educate students to love and care for their environment through personal growth education.

School's Major Concerns:

- 1. To enhance the effectiveness of teaching and learning through implementing e-learning strategies.
- 2. To promote positive education by developing a school-based Values Education curriculum.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. Cooperative Learning
- 2. Develop high-ordered thinking skills
- 3. Distinguish the gifted children and provide suitable courses for them
- 4. Promote self-directed learning
- 5. Life-wide learning

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. Foster the value education.
- 2. Develop national security education so as to reinforce students' national identity.
- 3. Develop online learning resource to promote self-directed learning.
- 4. Reinforce STEAM education, STEAM DAY and STEAM WEEK are held.

Development of Generic Skills:

To foster the development of our students' generic skills through project learning, cross-curriculum activities, multi-intelligence activities and gifted education curriculum.

Cultivation of Proper Values, Attitudes and Behaviours:

- 1. Uphold five core values in Catholic Education.
- 2. Embrace Positive Education into the formal curriculum by incorporating a variety of activities.
- 3. Develop existing classroom management techniques to further promote strong teacher - student relationships and enhance students' sense of belonging.
- 4. Refine our service-learning scheme by extending the range of external school services. Encourage students' to be more caring, acceptant and helpful.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1. Use of screening tools for early identification of students' learning difficulties and needs, in order to provide early support for students.
- 2. Arrange collaborative learning and peer tutoring.
- 3. Academic low achievers are provided with after school remedial lessons.
- 4. Adopting double class teachers in Primary 1 and students of the junior classes are supported by those from the senior classes through peer tutoring.

Whole School Approach to Integrated Education:

- 1. A Student Support Team is established to plan, implement and review student support services.
- 2. The student guidance teacher, school-based educational psychologist and speech therapist provide extra support to cater for students' diverse needs.
- 3. Special Examination arrangement, Assessment accommodation and Homework accommodation are provided for students with special educational needs.
- 4. Funding from EDB is flexibly deployed to cater for individual differences and SEN by purchasing professional services.

Curriculum Tailoring and Adaptation:

- 1. The curriculum is tailored to meet the individual needs of the students.
- 2. Pull-out programmes in specific areas (Chinese, English, Maths) are conducted to allow systematic training for students with outstanding performance in specific domains.
- 3. Pull-out programmes are conducted to allow systematic training for a homogeneous group of students. (e.g. creativity training, leadership training, etc.)
- 4. High-achievers will be selected for pull-out programmes and competitions.
- 5. Remedial classes are provided for selected needy students.

Home-School Co-operation and School Ethos

Home-School Co-operation:

- 1. The Primary 1 orientation and parents' seminars for each level facilitate a better parent-school communication.
- 2. Consultation meetings on P.5 and P.6 SSPA are given to parents.
- 3. Parents' workshops and courses are offered to provide comprehensive assistance to parents.
- 4. Different kinds of activities are organized by Parent Teacher Association which in hence promote home-school co-operation and help the students to develop the sense of belonging.

School Ethos:

- 1. Our school cherishes an ethos of simplicity. Students' correct moral concepts are developed through the implementation of five core values in Catholic Education and moral education.
- 2. Service learning and various programmes which aim at helping students to develop good social skills have been promoted.
- 3. Promote students' life-long learning and develop learning motivation by offering various learning experiences, students are able to learn actively and effectively.
- 4. Develop reading habits by 'morning reading-time' and reading reward scheme.
- 5. Promote the Chinese Culture teaching and nourish students to care about our country.

Future Development

School Development Plan:

- 1. Promote self-directed learning.
- 2. Develop positive values and attitudes among students through value education.
- 3. Foster lifelong learners and enhance student motivation through the use of information technology.
- 4. Develop STEAM education so as to well-equipped our students to face the challenges towards the world.

Teacher Professional Training & Development:

- 1. Teachers participate in workshops so as to promote their professional knowledge and teaching skills.
- 2. Regular peer lesson observations are held to promote professional development.
- 3. Regular co-planning meetings are held so as to enhance the effectiveness of their teaching.
- 4. Our school prioritize teacher training in e-learning and Innovation & Technology(I&T).

Others

- Hong Kong Schools Speech Festival (Cantonese Speech-The First Place)
- Hong Kong Schools Speech Festival (English Speech-The First Place)
- Hong Kong Schools Music Festival (Violin Solo-Silver Award)
- Hong Kong Schools Music Festival (Piano Solo-The First Place)
- Hong Kong Schools Music Festival (Flute Solo-The First Place)
- Hong Kong Inter-school Drone Football competition 2024 Third Place
- Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad 2025 Second Prize



# 佛教慈敬學校 Buddhist Chi King Primary School

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POA School Net No.

## School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ven. Sik Yin Chi	Ms. Fan Sau Ki	Established	Aided Whole Day	Co-ed	Buddhism
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Hong Kong Buddhist Association	Enlighten with Wisdom, Manifest with Compassion.	1969	Chinese & English	School Bus	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
-	-	-	\$310	1. Replacement of student card \$9.5 2. Replacement of Grade Report \$25

## School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
25	1	1	1	Chee Hoi Hall, Vanilla Garden, Rooftop Playground, Student Canteen, Renewable Energy System and Lotus pond.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
CKPOWER Reading Bus, Inno Lab, Zen Place, School Library, Future Classroom, English Room, Visual Art Room, GS Room, Music Room, and Multi-purpose Activity 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				48	Total number of teachers in the school		53
Qualifications and professional training (%)				Years of Experience (%)			
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above	
100%	100%	24%	70%	27%	13%	60%	

## Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	4	4	4	4	4	5	25
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	3	4	4	4	4	4	23
Mode of teaching at different levels	The school implements Small Class Teaching to adopt appropriate strategies for catering learning diversity through gifted education programmes, remedial classes and after-school tutoring support. BYOD classes are employed from P4 to P6 levels to cultivate students' positive characters and innovation mindsets.							
Remarks	The school has carried out appropriate curriculum planning and adjustments in KS1 and KS2, including flexible and interactive school-based assessment policies and career planning courses to help students in adapting to stages of education and cultivate their positive character traits and creativity.							

## 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	On P.1, the summative assessment is replaced by a diversified formative assessment. Different assessment modes, e.g. practical assessment, project-based learning, electronic assessment, and presentations, etc, are adopted for P.2 to P.6. Students' self-assessments, peer assessments, and teachers' or parents' assessments are included. External assessment, e.g. international subject 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	P.4 to P.6 levels are divided into classes based on academic performance, with elite classes included.						

## School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	40 mins	8:05 AM	3:45 PM	1:00 PM - 2:05 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and Meals are provided on-site by a designated supplier. Parents are responsible for arranging meals..	The designated supplier prepares fresh, nutritious meals in the "Green Kitchen" on campus, ensuring students enjoy healthy lunches daily.		The school timetable features a rotating schedule for morning sessions and a weekly schedule for afternoon extracurricular activities. It includes integrated classes like DEAR time (morning reading), moral and civic education, positive values education, and morning exercises. On Wednesdays, school ends at 2:15 p.m.		

Life-wide Learning

Afternoon classes use an activity-based learning format: Mondays and Tuesdays feature multiple intelligence classes, Thursdays focus on integrated subjects, and Fridays are for growth classes. Activities include interdisciplinary learning, physical education, English musicals, STEAM experiments, and emerging sports like skateboarding. Each year, we hold a "Comprehensive Learning Week" with tiered activities, including field trips for P.1 and exchange programs for P.4 and P.6.

School Mission

By emphasizing Buddhist education and diverse curricula, we aim to nurture children by enhancing self-learning abilities and developing talents in moral judgment, intellect, social skills, aesthetics, and spirituality.

School Characteristics

School Management
<b>School Management Organisation:</b> The school-based administration and development framework includes the Incorporated Management Committee, School Development Committee, Curriculum Core Committee, School Ethos and Student Support Committee, and various School Administration and Subject Groups.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> Established on 1 April, 2006.
<b>School Green Policy:</b> We are launching the "Health & Green Campus" Campaign to promote healthy living habits and environmental awareness among students through school-based policies focused on resource conservation.
<b>School's Major Concerns:</b> The learning theme "Sow Seeds of Wellness, Nurture Trees of Wisdom" aims to instill correct values through quality Buddhist education, enhancing students' happiness and promoting their physical, mental, and spiritual health. By promoting STEAM education, we develop students' innovative thinking and abilities in technology, equipping them to effectively utilize these innovations.
Learning and Teaching Plan
<b>Learning &amp; Teaching Strategies:</b> Focusing on student-centered learning, we use diverse strategies, including thinking tools and pre-lesson activities, to promote "learning by doing." We incorporate inquiry experiments and peer learning, encouraging students to apply classroom knowledge to complete tasks and reflect on their experiences and insights.
<b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b> In response to updates in the primary education curriculum, we focus on fostering moral character and optimizing curriculum planning. By efficiently using instructional time, we integrate subjects and align in-class and out-of-class tasks, creating diverse learning experiences linked to values education. This includes positive values classes, diverse intelligences sessions, interdisciplinary reading, and STEAM activities like the "Children's Creative Dream Workshop." We also offer a school-based information literacy curriculum and use various assessment methods to promote student learning and holistic development.
<b>Development of Generic Skills:</b> 1. We integrate various subjects to comprehensively develop common competencies. For example, through STEAM courses, information literacy, and interdisciplinary activities like Arts Day, we enhance students' skills in information technology, computational thinking, problem-solving, self-management, and research. 2. Interactive learning inside and outside the classroom boosts students' communication, collaboration, critical thinking, and higher-order thinking skills.
<b>Cultivation of Proper Values, Attitudes and Behaviours:</b> We promote values education—including Buddhist ethics, moral education, life values, positive education, national security, and media literacy—integrated into subject learning, growth courses, interdisciplinary activities, and counseling programs. These initiatives provide diverse learning experiences and cultivate positive values and attitudes. Additionally, student exchanges with sister schools in Mainland enhance understanding of national history and culture.
Student Support
<b>Whole School Approach to Catering for Learner Diversity:</b> BBy adopting various teaching strategies and differentiated instruction, the school aims at catering to students' learning needs. Additional academic support and small group teaching are also provided for students with special educational needs. Appropriate counseling is provided to them to improve their learning and social skills, concentration and emotional regulation abilities. Interest classes and training groups are also offered to foster students' multiple intelligence. The school adopts a school-based gifted education program to enhance students' potential.
<b>Whole School Approach to Integrated Education:</b> Student guidance personnel, school-based educational psychologists and speech therapists are stationed on campus regularly to identify and support students in need. Individual or group training is provided for students to enhance learning efficiency. Peer counseling programs are implemented to promote a caring and inclusive campus culture. Parents support groups are adopted to promote parent-child relationships and home-school communication.
<b>Curriculum Tailoring and Adaptation:</b> Differentiated learning programmes are arranged to develop students' multiple intelligence. Graded learning tasks are designed to cater to learners' diversity. Homework and assessments are adjusted for students with special educational needs.
Home-School Co-operation and School Ethos
<b>Home-School Co-operation:</b> To meet school needs and align with the "Curriculum Framework on Parent Education (Primary School)," we offer professional courses for parents to enhance family education and promote home-school cooperation, including training, expert lectures, tea gatherings, parent-child activities, volunteer training, and mindfulness workshops.  We support the Parent-Teacher Association in organizing events and promoting reading. Communication is strengthened through Parent Day, PTA meetings, and classroom observations, using messaging apps, social media, hotlines, intranet, and announcements to share updates on school activities and student progress.
<b>School Ethos:</b> We promote positive moral education, optimize growth classes, and develop students' communication skills and personal strengths. By advocating Buddhist moral education and Chinese traditional culture, we help students establish a positive outlook and cultivate twelve key values. Through diverse activities, leadership training, and holistic learning, we enhance students' well-being and encourage a love for the country and concern for society and the world.
Future Development
<b>School Development Plan:</b> 1. <b>**Sow Seeds of Wellness**</b> Foster a systematic school-based curriculum, including growth classes and mindfulness courses, to cultivate correct values, establish positive emotions, and promote students' overall wellness.  2. <b>**Nurture Trees of Wisdom**</b> Enhance learning effectiveness through innovation and technology courses, such as interdisciplinary STEAM education, to inspire creativity and scientific potential, fostering interest and practical application of science and technology.
<b>Teacher Professional Training &amp; Development:</b> 1. The school enhances teaching and learning by implementing a "Design, Implementation, Reflection, and Optimization" model through peer learning groups and lesson observations, aiming to improve overall quality. 2. Aligning with the school's development priorities, the school organizes school-wide and subject group professional development activities for teachers. These may include lectures, workshops, exchange visits, teacher competitions, and participation in external professional support programs with the involvement of expert support. 3. The Education Bureau has appointed the school as the Centre of Excellence (CoE) for eight consecutive years. 4. Two teachers from our school have been invited to participate in the 'Leading Teacher and Principal Training Program' organized by the Education Bureau.
Others
Please refer to the Chinese version.



# 迦密梁省德學校 Carmel Leung Sing Tak School

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POA School Net No.

## School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Lee Siu Po	Ms. Lee Siu Kuen	Established	Aided Whole Day	Co-ed	Protestantism / Christianity
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					100%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Evangelical School Development Incorporation Ltd.	Self-discipline through the understanding of the Word, Service to mankind through faithfulness to the Lord.	1979	Chinese	Nanny van	About 3232 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	\$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	Our new campus over 6,000 m <sup>2</sup> at 33 On Sau Road will open next year. The 7-storey campus is equipped with a Student Fitness Centre, an Art Gallery, a Science and IT Innovation Zone, a STEAM Smart Farm.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Music Room, Computer Room, Art Room, English Room, STEM Science and Technology Room, Campus TV Station, Activity Room, Parents' Resource Room. All the classrooms and function rooms are equipped with projectors, computers, air-conditioners, interactive flat panels and visualizers.				Ramp and Accessible lift.

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

Number of teaching posts in the approved establishment				43	Total number of teachers in the school		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	
90%	100%	35%	83%	29%	24%	47%	

## Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	3	4	4	3	4	4	22
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	2	3	4	4	3	4	20
Mode of teaching at different levels	Small class teaching is implemented in P.1-P.6 to optimize teaching and learning and cater for student diversities. Primary One and Secondary One bridging curriculum to help students to adapt to the new learning mode. Incorporate co-operative learning in teaching to enhance learning skills and learning performance.							
Remarks	Space Town Literacy Programme which is a holistic and comprehensive English learning programme is used for KS1.							

## 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)	2		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies					Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders					Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	To assess students by performance in class, homework, project work, worksheets, booklets, learning record files, tests and exams. Also, we assess students by both school-based assessment and international assessments in order to assess students' performance comprehensively.				
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 are mixed-ability classes. One elite class in P.4, P.5 and 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	30 mins	8:00 AM	3:30 PM	12:00 PM - 1:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Healthy message is passed to teachers, students and parents through 4 areas: campus policy, campus environment and health, campus habit and students support, in order to nurture a healthy generation.		There are school-based social worker, educational psychologist and speech therapist at school to take care of students and cater for their diverse needs. Also, there are morning assembly, weekly assembly, speaking lessons, tutorials, team training programmes, Happy Hour to promote whole-person development.		

Life-wide Learning

In order to encourage our students to have an all-round development in their school life, extra-curricular activities are set up on Mondays to Saturdays under more than 30 categories of Academic, Interest, Sports & Art, Service, Religion and Uniform Groups, such as emerging sports, ball games, track and field, art creations, Chinese orchestra, choir, hand bell team, Chinese dance, English drama, Brownies, Cub Scouts and The Boys' Brigade, Hong Kong.

School Mission

"Holistic education" is the philosophy of our school. We strive to provide a comprehensive range of quality education service, which aims to promote the moral, intellectual, physical, social, aesthetic and spiritual development of our students. We are committed to providing students with an environment whereby their academic performance can be improved, their moral character can be edified and their interpersonal skills can be enhanced.

School Characteristics

School Management

School Management Organisation:

The Incorporated Management Committee, the principal and the staff play different important roles to realize our mission and vision.

Incorporated Management Committee / School Management Committee / Management Committee:

The IMC is composed of elected representatives from teachers, parents and alumni and those who are professional in different aspects and enthusiastic to promote Christian Education.

School Green Policy:

To cultivate students' environmental awareness, conduct series of environmental activities so that students can apply in daily life.

School's Major Concerns:

- 1. Integrated cross-disciplinary curriculum: STEAM, project learning.
- 2. Incorporate innovation and technology in teaching and learning which promotes self-learning.
- 3. Whole-person education and Life planning education.

Learning and Teaching Plan

Learning & Teaching Strategies:

Adopting the SECI model to amplify learning and teaching effectiveness and the 'TARGET' model to cater for differences, promoting self-learning with diversified learning activities, with the help of information technology scheme, our school-based curriculum focuses fostering high motivation and integrates self-directed learning theories. It helps cultivate a student-centred, high participation and effective learning atmosphere.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. Optimizing "Carmelian" values education curriculum which incorporates Life Education, Life Planning Education, Civic and National Education and National Security Education
- 2. Providing diversified learning activities, such as, theme-based visits, project learning, exchange programmes, service learning and featured arts and physical education activities that help enrich students' learning experiences.
- 3. Promoting STEAM Education and enhancing Reading Across the Curriculum

Development of Generic Skills:

With project learning, the featured school-based curriculum, extra-curricular activities, the whole person development programme, the self-directed learning activities and the STEAM and Computational Thinking Programme, our school aims to develop students' generic skills, especially their high order thinking skills.

Cultivation of Proper Values, Attitudes and Behaviours:

- 1. Develop a school culture of love and constitute a caring campus which enhance the concept of "family" and "nation".
- 2. "Love" is the core of the moral and ethical value in our school and that is the foundation of our whole-person education scheme in which students will learn to know, to care, to respect and to explore more about lives.
- 3. Students will be nurtured to be joyful to give thanks, bold to face challenges and difficulties, caring to treat others, well-disciplined and willing to serve.

Student Support

Whole School Approach to Catering for Learner Diversity:

Design and provide various learning groups, such as remedial learning groups, enhancement programmes for gifted and more able students, social skill groups, attention skills groups and homework tutorial classes after school, to cater for learner diversity. Our Primary One bridging curriculum is designed for P.1 students to ensure a better and smoother transition from kindergarten to primary school. School-based scheme is designed for those new comers from Mainland to help them adapt their learning.

Whole School Approach to Integrated Education:

- 1. The 3-Tier Support Mode: Different levels of support including quality regular teaching, "add on" intervention and intensive individualized support to suit the students' needs.
- 2. Professionals cooperation: School has close cooperation with school-based educational psychologist, school-based speech therapist and student counselors to support SEN students with different needs.
- 3. Early identification and transferring system: Provide immediate professional support.
- 4. Additional parents' meetings: It provides an opportunity for parents to discuss the progress of their son/daughter during the course of each academic year.

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:

- 1. Curriculum adaptation, diversified assessment and fun dictation for P.1 students & S.1 Preparatory Curriculum.
- 2. TARGET – the high motivation learning mode for catering learner's diversity is adopted in our school-based curriculum.
- 3. Lesson co-planning meetings are held for curriculum adaptation which suits the learning progress of the students.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Different sorts of parent-teacher gathering and courses for parents are designed for all grades to promote Christian Parent Education. PTA and Alumni works closely and keeps excellent relationship with our school and thus it benefits both of our school and students. Our school has awarded merit prizes for the past fourteen years in the Caring School Award Scheme. Guidance and Disciplinary Section awarded Caring Teacher prize, Caring Parent prize and PTA awarded Caring Team prize and Outstanding Parent Volunteers prize 2022.

School Ethos:

Continually develop knowledge and set up a caring school; help student always be thankful, be kind to others, to face adversity with courage.

Future Development

School Development Plan:

- 1. Develop a cross-disciplinary whole-person education scheme to help students to be faithful, hopeful, caring, self-disciplined and eager to serve.
- 2. Optimize and innovate the school-based curriculum which promotes e-learning and self-directed learning.

Teacher Professional Training & Development:

Teachers' professional development programmes strategically focus on Christian education, student's support, value education, national identity and security education, self-directed learning, e-learning, STEAM education and how to cater for learners' diversity and enhance teaching effectiveness.

Others

Awards and Scholarships: We offer many different kinds of awards and scholarships to recognize our students' talents. They are Most Self-disciplined Student Award, Most Improved Student Award, Model Student Award, Service Award, Best Artist Award and Best Sportsperson Award.  
Charity fund: promote service learning and provide family support  
Innovation and Technology fund: promote science and technology learning, school-based curriculum  
School honour: High-Five Student Engagement Award, Caring campus, School Social Responsibility Award, EatSmart School, SportACT Award and School Physical Fitness Award  
Other awards: Gold prize in Joint School Music Competition, Highly Commended Award in Schools Dance Festival, Overall winner in Kids for Kids My Story Creation, Bronze Award in SASMO, Silver Award in AMO by SIMCC





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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. Chung Chi Kit , Ronald	Mr. Yeung Kin Tak Enoch	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 Conservative Baptist Church Association Limited	Truth and Knowledge	1983	Chinese	School Bus	About 6000 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	\$380	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	There are an organic farm, a garden, a Reading Fun Bus and some running tracks for students.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
There are a Visual Art Room, a Music Room, a Computer Room, a General Studies Room and a School TV Room, a Counsellor's Room, an Activity Room, an English Room, a Group Learning Room, a Reading Fun Bus, Innovation 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			56	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%	29%	64%	7%	9%	84%

Class Structure

				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year				No. of classes	5	5	5	5	5	30
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	5	5	5	5	5	30
Mode of teaching at different levels		"Small-class teaching" is implemented. In whole-class activities, three core elements are integrated: higher-order thinking skills, creativity, and personal and social skills. This approach aims to discover students with potential and group teaching is provided for students with special learning needs.								
Remarks		-								

Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	1	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)	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	Learning performance is examined through diverse assessments such as teacher observations, student reflections, formative assessments, quizzes, dictations, project studies and follow-up actions. Promote self-directed learning and give students autonomy from self-assessments, peer evaluations, 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 are set for P.1 - P.6.				

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	7	45 mins	8:00 AM	3:30 PM	12:35 PM - 1:25 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	We take part in some activities by the Education Bureau to develop an active and healthy school campus in primary schools A lunch monitoring group ensures the nutritional quality of students' meals while fostering healthy living habits. This year, the school received the "Silver Award" in the School Physical Fitness Award Scheme.		There are different parties at school to support students' physical, mental, and spiritual well-being. Morning reading or exercises are arranged, along with scripture reading and speeches under the national flag, helping to broaden students' horizons and enhance national education. Classrooms are equipped with different board games for students during breaks and lunch. Regular STEAM busking events cultivate students'		

Life-wide Learning

The school organizes diverse themed learning days each year, such as Chinese Cultural Week, Lifewide Learning Day, and Fun Science Learning Day. There are Integrated Learning lessons and Joyful Friday sessions on Monday and Friday afternoon, allowing students to develop academically, physically, socially, and in career planning. Through extracurricular activities, club events, and overseas excursions, the school enriches students' learning experiences and fosters the development of positive values.

School Mission

Based on the spirit of Jesus Christ, we aim to provide quality education for children so that they can be fully developed in the spiritual, moral, intellectual, physical, social and aesthetic aspects respectively. Students are cultivated to be active and responsible learners who have a passion for life. They are also equipped with the knowledge and skills to face difficulties; take on responsibilities; and respect and accept others so as to become good citizens to contribute to the society.

School Characteristics

School Management

School Management Organisation:

School Management Committee has been developed to monitor the development of different groups and subjects in our school.

Incorporated Management Committee / School Management Committee / Management Committee:

Incorporated Management Committee has been developed. It includes 7 school board members from the school sponsoring body, 2 independent school board members, 2 school board members from teachers, 2 school board members from parents and 1 headmaster.

School Green Policy:

We encourage all the school staff and students to take care of the school environment and reduce all sorts of waste and pollution. We also motivate them to make the school campus greener.

School's Major Concerns:

- 1. Cultivate school positive vibes; reinforce values education.
- 2. Practise diversified teaching strategies in order to develop student self-directed learning skills.

Learning and Teaching Plan

Learning & Teaching Strategies:

The school curriculum is learner-oriented. Through the diversified teaching strategies, the basic knowledge of our students and their spirit of exploration can be developed. The positive learning atmosphere for students can also be built up with the 3 concepts – "High Participation", "High Display" and "High Expectation". The school-based Chinese curriculum is named as "The Kingdom of Dream Fairy Tales". It has a balanced coverage of the textbooks and children's literature like picture books, fairy tales, Chinese poetry and etc. The design of the school-based English curriculum is based on the three key components – the task-based learning, the school-based PLP-RW programme and the textbooks. It provides various opportunities for students to learn English effectively. Therefore, the English standard of students can be greatly uplifted. The Mathematics curriculum provides a programme, "Mathematics Proficiency Enhancement Task" which can effectively develop students' Maths thinking skills.

Development of Major Renewed Emphases of the Primary Education Curriculum:

The major renewed emphases include: 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. STEAM education, and nurturing students' media and information literacy.

Development of Generic Skills:

Through the diversified learning activities of different subjects; theme-based projects and various learning opportunities, the communication skills, collaboration skills, creativity, information technology skills and critical thinking skills of students can be developed.

Cultivation of Proper Values, Attitudes and Behaviours:

The school emphasizes character development, drawing on Chinese culture as a foundation. Through diverse experiential learning opportunities, such as values education classes, individual service roles, occasional student fellowship, the Boys' Brigade, and comprehensive learning activities, students are guided to understand themselves, appreciate others, respect nature, and embrace life.

Student Support

Whole School Approach to Catering for Learner Diversity:

Teachers use various strategies and pedagogies like collaborative learning, graded tasks, high order thinking approach to cater for learners' diversity. Extra support like remedial classes for homework, subject based remedial classes are also provided to students in need after school. Potential students are nominated to participate in different enhancement courses organized by Education Bureau or the school.

Whole School Approach to Integrated Education:

Our school sets up Student Support Team (SST) and implements the Whole School approach to provide different kinds of support for student with special educational needs (SEN) and cater for learning diversity. Besides, our school also provides supports for students with SEN like School-based Educational Psychology Service, Enhanced School-based Speech Therapy Service, training groups on social skills, remedial learning groups, homework and assessment accommodation, etc. We hope that our students can develop their potential and have a happy childhood.

Curriculum Tailoring and Adaptation:

Curriculum tailoring is done from time to time to meet the diverse needs and interests of students of different abilities. For the upper levels, we have the elite classes and intervention programme. An extended curriculum is provided for the more able students whereas a tailored curriculum is designed for the less able ones.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The Parent-Teacher Committee is an important linkage for effective collaboration between the school and parents. Through regular meetings, Parents' Day, newsletters from the headmaster, school website and etc., ongoing communications can be ensured.

School Ethos:

The school climate is simple and pure. We aim to set up a school in which the "5C" strategies - "Christianity", "Confidence", "Care", "Commitment" and "Collaboration" can be implemented.

Future Development

School Development Plan:

Our school has joined different curriculum development programmes. We work with the experts from the EDB to improve the learning and teaching skills and strategies so as to develop a quality school-based curriculum as well as to boost students' confidence and cultivate character and positive values.

Teacher Professional Training & Development:

Teachers collaborate in lesson planning to develop more effective teaching and learning strategies. The school regularly holds professional development days, enhancing the culture of professional sharing through teaching workshops and classroom observations. This year, the focus is on designing 3A classrooms based on three principles: Application of Knowledge, Active Participation, and Achievement. By incorporating inquiry-based learning and classroom interaction, the school aims to boost student engagement and interest in learning.

Others

Our school was given the Chief Executive's Award - "the Certificate of Merit" in the domain of Chinese Language Learning and in the domain of Physical Education for showing our teaching excellence. Our students were awarded numerous prizes in various Mathematics, Sports and Music competitions.





### School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Wong Kwong Hon	Ms. Cheung Po Man Rowena	Established	Aided Whole Day	Co-ed	Taoism
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Hong Kong Taoist Association	Grasp Principles, Cultivate Virtues	1969	English	School Bus; Nanny van	About 7071 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
-			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Pledged School	

### 2025/2026 Annual School Charges

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

### School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	1	1	1	Our school officially moved to On Yan Street's new campus in January 2025.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Music Room, Visual Arts Room, Inno Space, Language Room, Multi-purpose Room, Dancing Room, 2 basketball courts, Science Hub, Sky Gardens, Small Group Teaching Rooms, Discipline and Counselling Room.				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				48	Total number of teachers in the school		55
Qualifications and professional training (%)				Years of Experience (%)			
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above	
95%	100%	33%	49%	33%	14%	53%	

### Class Structure

	P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	5	3	4	4	4	24
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	4	5	3	4	4	24
Mode of teaching at different levels	Small-class teaching has been implemented for P.1 to P.6 classes. Enrichment and remedial classes are provided to cater to students' needs and different learning abilities.						
Remarks	As we strive for excellence in all areas, we have changed to a more collaborative pedagogical teaching model to fit our needs. All our teachers plan, teach and assess the curriculum in groups (according to class levels) in order to ensure that the students' learning experiences are cohesive and aligned.						

### 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. Progressive assessments are arranged in different subjects to follow students' learning progress throughout the year.						
	2. Assessing students' abilities by various assessment methods such as group discussions, presentations, reading reports, project learning and learning portfolios.						
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 to learner differences, P.2 to P.6 students are streamed according to their academic results.						

### School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:10 AM	3:15 PM	12:20 PM - 1:15 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Developing a healthier lifestyle for students by holding morning exercises, weeks for fruit, fitness groups, fitness record campaigns, health talk, etc. Launching a school-based activity – "Reach for the stars Reward Scheme".		Class teacher periods, weekly assemblies, personal growth education, integrated arts activities and tutorial classes are held. School library and computer rooms are open for students during recess and after-school periods. In addition, after-school learning support programmes are organised for students in need.		

Life-wide Learning

School enriches our students' educational experiences by providing more than 30 different kinds of extra-curricular activities such as Fencing Class, Handchime Class, Football Team, Cricket Team, Skipping Team, Taekwondo Class, Karate Class, African Drum Class, Harmonica Class, the Concerts Choir, Modern Dance, Dragon Dance, Drama, Coding, Board Games, Little Chefs, English Debate Team, French Class, Spanish Class, Cub Scouts, Brownies, etc.

School Mission

The mission of our school is to instill lifelong learning habits through a positive and well-structured multicultural learning environment in which all students attain a quality education. This will be achieved through the development of a well-balanced curriculum which recognizes the need for growth in attitude, knowledge and skills through moral, intellectual, social, physical and aesthetic development.

School Characteristics

School Management

School Management Organisation:

The Incorporated Management Committee is responsible for supervising and managing the school. The Board consists of the School Policy Management Committee, the Financial Supervisory Committee and the Learning and Teaching Committee, which cooperate to plan and execute development projects, and communicate with the Parent-Teacher Association, the Alumni Association and the teaching staff closely.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee of the School has been established. Members of the Committee consist of the representatives of the Sponsoring Body, parents, teachers and professionals.

School Green Policy:

- 1. Launching the "Air-conditioning Free Day".
- 2. Striving to conserve energy and water; reduce effluents and waste, and promote recycling.
- 3. Set up food waste composter and recycling bins to encourage students to sort and recycle.
- 4. The new school campus is equipped with an energy-saving system, solar photovoltaic panels, and the entire school uses eco-friendly LED light tubes.

School's Major Concerns:

- 1. Establish a healthy lifestyle to achieve balanced physical and mental development
- 2. Cultivate an interest in extensive reading and develop an active reading habit
- 3. Cultivate information literacy, use information and information technology in a rational and responsible manner

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. Adopting student-centered teaching strategies which enhance students' learning motivation.
- 2. Focusing on the communication and feedback between teachers and students in order to enhance the effectiveness of learning.
- 3. Enhancing students' creativity through the way of design thinking.
- 4. Strengthening co-curricular activities to enrich students' learning experiences.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Make good use of flexible learning time, provide experiential learning and transdisciplinary learning activities, strengthen value education, strengthen STEAM education and broaden students horizons. Let students learn from playing through games and different tasks and master programming, computational thinking and 5C abilities.

Development of Generic Skills:

To cultivate students' generic skills through the formal curriculum and cross curriculum and the daily life experience to develop generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:

To enhance students' empathy and positive thinking, as well as cultivate global citizenship mindset through multicultural education.

Student Support

Whole School Approach to Catering for Learner Diversity:

Implementing the curriculum accommodation and providing different kinds of learning groups in order to provide learning and social support for students with special educational needs.

Whole School Approach to Integrated Education:

Policy: Implementing the Whole School Approach to Integrated Education aims to cater for students' individual differences.  
Resources: Learning Support Grant, Grant for Supporting Non-Chinese Speaking Students with Special Educational Needs and School-based Speech Therapy Service.  
Support measures: In order to enhance students' learning abilities, remedial classes, co-teaching and the Early Identification and Intervention Programme for P.1 Students with Learning Difficulties will be conducted.

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

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

Curriculum Tailoring and Adaptation:

- 1. Small group cooperative learning as well as collaborative teaching are implemented to cater for students who are academically gifted or under-achieving.
- 2. In cooperation with Hong Kong University, a school-based Chinese curriculum has been developed.
- 3. Our school has implemented a "3-year Seed Project" in co-operation with the Education Bureau's Native-English Speaking Teacher Section to design an effective English curriculum aiming at enhancing our students' literacy proficiency.

Home-School Co-operation and School Ethos

Home-School Co-operation:

- 1. "School Newsletter" and "Class Newsletter" are issued twice a month and once every two months respectively to maintain effective communication with parents.
- 2. Parents are invited to join school activities and events.
- 3. We actively organize parent volunteer service teams to help during different school functions.
- 4. Parents are invited into the classrooms to understand their children's learning experience.
- 5. A close partnership with the Parent-Teacher Association strengthens the relationship between parents and the school.

School Ethos:

Our school strives to help students understand the importance of cultural diversity and develop an attitude that accepts multi-cultural environment. Our core curriculum, hence, includes the teaching of specific knowledge about the life and culture of different countries in order to develop and expand students' national and international visions. Implementing the Life Planning Education, students can have move self-understanding and are able to plan their future.

Future Development

School Development Plan:

- 1. Developing a bilingual learning environment to enhance students' language ability.
- 2. Nurturing students with correct values and attitudes and enhancing their personal qualities and sense of citizenship.
- 3. Implementing multicultural education.

Teacher Professional Training & Development:

To increase exposure to new education trends and to continually upgrade our quality of teaching and learning, academic exchanges across local schools and overseas are organised for our staff. In addition, during professional development periods, our staff co-plans, evaluates and shares teaching experiences in order to enhance teaching effectiveness.

Others

School promotes STEAM Education and Coding Education were introduced to our school curriculum. With the guidance of teachers, students can develop science knowledge and skills. Through the inquiry learning approach, students are able to raise questions, investigate through experimentation and analyzing the outcomes.



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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. Chau Kai Ming Joseph	Mr. Tsang Chi Cheong	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					40%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Catholic Diocese of Hong Kong	Striving towards excellence through faith, diligence and love	2009	Chinese	School Bus	About 5500 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	Purchase of equipment and teaching aids for non-standard projects, facilities to enhance teaching and campus environment	Replacement of student card (\$35) Replacement of graduation certificates or transcripts (\$25)

## School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	Conference Room, Treatment Room, Roof Top Garden, the Shrine of Our Lady, Chinese Cultural Corridor and Canteen.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Music Room, Computer Room, Counselling Room, Visual Arts Room, Student Activity Room, Chapel, Campus TV, STEAM floor.				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			46	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%	52%	40%	10%	50%

## Class Structure

		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year		No. of classes	4	4	4	4	4	24
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)		No. of classes	4	4	4	4	4	24
Mode of teaching at different levels	We adopt small class teaching and mixed mode approach. Intensive remedial teaching programme and enhancement programme are offered to students with different needs. After school tutorial lessons are provided. Language-Rich and Putonghua Environment policy is implemented.							
Remarks								

## Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		1	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		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							No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	The school strives to inspire our students through a balanced curriculum. We are actively involved in assessing our students' needs. Besides daily quizzes and formative assessments, we also offer diversified assessments in different subjects focusing on pupils' classroom performances, self-caring skills, project-learning skills.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	Mixed ability classes in P.1-P.3, P.4-P.6. are arranged 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	9	35 mins	8:10 AM	3:20 PM	1:00 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Promote '3:2:1 Healthy Lunch'. Our Food Quality Control Team will assure the freshness and quality of the meals by regular inspections. At recess, we provide various activities such as English games, hula hoop and skipping etc.		Activity Approach are adopted in all classes. Besides normal lessons, we also have library lessons and personal growth education. Enhancement classes for excellence, remedial teaching, co-curricular activities and training for all students are provided. "BYOD" is adopted in P.4-P.6 daily lessons. Blended learning is also practiced to extend the learning period.		

Life-wide Learning

Club Scout, Community Youth Club, The Junior Pioneers of Christ, Sports Teams, Choir, Violin Class, English Drama, Rhythmic gymnastics, Artistic gymnastics, Chinese Orchestra, Fancy skipping rope, Dancing Team, Fancy skipping rope, Mathematics Olympiad training, various ball teams, swimming, English and Chinese Choral Speaking, etc.

School Mission

We provide a "whole-person" education for students based on Christian values, which cultivates students' moral, intellectual, social and aesthetic values. As well as helping students to achieve academic excellence, we help develop their individual potential, fostering the spirit of self-learning. We encourage a positive and a healthy attitude to life, a keen sense of responsibility and commitment to the community.

School Characteristics

School Management

School Management Organisation:

The school is under the governance of the Hong Kong Catholic Diocese. The Incorporated Management committee of JVSJ. The school administration is divided into 3 domains: Management and Organization, Learning and Teaching, Student Support and School Ethos.

Incorporated Management Committee / School Management Committee / Management Committee:

Incorporated Management Committee.

School Green Policy:

- 1. Grid-connected photovoltaic system.
- 2. Implementing the Healthy Eating Policy.
- 3. To enhance student's awareness of environmental protection and to nurture pupils with life education, we have Student Environmental Protection Ambassadors Scheme.
- 4. To set up arable land in school for growing crops etc.

School's Major Concerns:

- 1. Adhere to the five core values of Catholic education and lead students to recognize their own unique (six virtues: courage, benevolence, wisdom, self-discipline, justice and transcendence), cultivating positive emotions.
- 2. Develop blended learning, strengthen teacher professional development, and increase classroom interaction.

Learning and Teaching Plan

Learning & Teaching Strategies:

The curriculum development and teaching of our school are planned and designed in accordance with the Education Bureau's seven learning goals and National Education, utilizing a Blended Learning approach that incorporates elements of e-learning and self-directed learning. This includes "Goal Setting", "Self-planning", "Self-monitoring", "Self-evaluation," and "Revision," focusing on "learning skills" and "diverse experiences," providing a variety of learning activities tailored to students' learning needs to enhance their learning skills.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. Uphold the five core values of Catholic education, fostering students to make good use of virtues.
- 2. In line with the various learning needs and scheduling possibilities of the 21st century, schools should review and reorganize the allocation of lesson time for each subject. By extending the use of eLearning and blended learning, schools can enhance students' learning effectiveness.
- 3. Provide opportunities for increased communication and interaction between teachers and students, as well as organize various class management activities, joint lessons, and extracurricular activities to cater to the all-round development of students.
- 4. Reorganize instructional hours to allow teachers and students to master the "Self-directed Learning" model. To provide students with diverse learning opportunities, and finally shaping them into proficient 21st-century learners.

Development of Generic Skills:

Through curriculum design, classroom teaching, and thematic learning, as well as diversified reading activities and various life-wide learning activities such as study tours, visits, experiential activities and the development of creative teaching curriculum, students' information technology competency, presentation skills, reading skills, creative thinking, collaboration and communication skills are nurtured.

Cultivation of Proper Values, Attitudes and Behaviours:

- 1. To implement the Talent Stamp Award Scheme and Stars of the Month to advocate students' positive behaviour.
- 2. To organize life education seminars and invite people from different sectors in the community to share their own life experiences.
- 3. To hold different activities such as punctual campaign, teachers' day, discipline competition, courtesy campaign, hand-in-homework-on-time campaign, aquaponics and 'hunger for love' lunch activities to help nurture students' good habits and care for the world.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1. At some classes, there are co-operative teaching lessons where an additional teacher helper will provide spontaneous help to students in their Chinese, English and Mathematics lessons.
- 2. Catering the needs of pupils with different abilities: For classes with a greater range of ability difference, remedial classes, enhancement classes, homework tutorial classes, assignment and assessments adaptation will be offered. We also offer gifted education programme to more able pupils.
- 3. To cater for learners' differences, we employ teaching assistants and services from other professional organizations to provide quality teaching in both regular classrooms and after school hours.
- 4. School subsidizes different co-curricular classes during after-school hours to enrich pupils' other learning experiences, including outdoor visit and cross curricular learning activities.

Whole School Approach to Integrated Education:

Our school seeks external supports proactively from different professional entities such as the School-based Educational Psychology Services and the School-based Speech Therapy Services regularly in catering for students' diverse educational needs. Under the Territory-wide early identification and intervention programme from Education Bureau, and provide timely support like setting Individual Education Plans (IEP). Our school also provides some seminars and consultation services for parents. After-school Chinese learning support and cultural integration activities are provided for NCS students.

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

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

Curriculum Tailoring and Adaptation:

In order to nurture the self-learning habit and generic skills of the pupils and to demonstrate their multiple intelligence, we have rearranged and integrated different learning programmes to provide a diversified curriculum.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Establish parent volunteer team, hold parent-child activities and hold regular parent committee meetings, to promote close liaison and cooperation between schools and families.

School Ethos:

- 1. Teach students to be disciplined, to imitate Christ, and to cultivate self-discipline.
- 2. Cultivate students' correct and positive outlook on life.
- 3. Enhance students' resilience and autonomy in the face of growth.
- 4. Give play to the spirit of school-based tutoring, some accumulation, mutual assistance, care, harmonious learning environment.

Future Development

School Development Plan:

- 1. Emphasizing holistic development through various prayer and spiritual activities, diverse sports and arts activities and school team training, the "Talent Stamp Reward Scheme," etc. To nurture students' healthy lifestyle so that they can become resilient, courageous, and loving JV Josephians who love God and others.
- 2. Creating diverse learning experiences, such as thematic learning, diversified reading activities, various life-wide learning activities (study tours, visits, experiential activities and to develop creative curriculum, etc., enhancing students' skills for future-readiness, becoming JV Josephians who are adept at learning.

Teacher Professional Training & Development:

We adopt the "classroom management strategy" in order to build up a strong sense of belonging. To reinforce the self-evaluation culture, we use the "PIE" model as our main strategy. To improve the effectiveness of teaching and learning, we adopt school-based lesson study. We will join different projects from the universities to develop our teachers in a learning by doing mode. Reflections from teachers will empower them to become effective teachers and learners.

Others

- 1. The school offers different scholarships to award students who excel in areas such as academic results, conduct and self-motivation.
- 2. The school also encourages our students to take part in various competitions, arranges a study tour for the upper classes every year.



## School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Fr. Dhos Johnson	Ms. Ko Tsui Ping Michelle	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					50%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Catholic Diocese of Hong Kong	Be Strong and Seek the Truth.	2003	Chinese	School Bus	About 7285 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	\$300	-

## School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	60mTrack, Reading Corner, Organic Farm, Virgin Mary Shrine, ArtsHaus (Art Bus), School History Room, Fitness Station, Campus Cycling Path.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Prayer Room, Activity Room, English Reading Room, STEM SPACE, General Studies Room, Computer Room, Chinese Culture Room, Visual Arts Room and Music 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			54	Total number of teachers in the school		59
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
97%	100%	47%	81%	27%	16%	57%

## 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		Adopt small class teaching.								
Remarks										

## Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		3	Replace tests and examinations with diversified assessments in the first term of P1	No
Number of test(s) per year (P2 to P6 only)		0	Number of exam(s) per year (P2 to P6 only)		3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	Besides written assessments, various modes of assessments will be conducted, e.g. projects, school-based booklets, in-class learning activities, self-evaluation, presentations, performance assessments, formative assessments, 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 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	3:10 PM	12:55 PM - 1:45 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and brought by students.	We have implemented a comprehensive Healthy School Policy to cultivate healthy eating habits by "Three Lows" for lunch. We organize activities to promote health e.g. Fruits Day. Also, we prioritize students' mental well-being by encouraging mindfulness, developing their self-awareness and emotional management skills to foster inner calm, physical and mental balance, and spiritual growth.		Creating an environment for learning, promoting all round development: 1st-7th lessons: Cycle mode (Day 1-6) subject learning. 8th lesson: Fixed mode (Monday to Friday) Assembly, Multiple-intelligence activities, Values education, Reading session, Study groups, ECA Friday. 9th lesson: Homework lesson.		

Life-wide Learning

Our school provides a variety of activities to develop broad interests and a positive attitude towards lifelong learning. We aim to provide diversified activities such as Cub Scouts, Brownies, Pandas, Chinese dance, Musicals (English), P.E, Visual Arts, Choir, musical instruments, STEM and different language activities in order to enhance students' multiple-intelligence. During "Saturday Activity Fun", experienced instructors provide training in different aspects.

School Mission

Our mission is to aid the development of our students' moral, intellectual, physical, social, aesthetic and spiritual values and encourage them to: Follow the teachings of St. John the Baptist and spread the gospel. Show care and concern for others and help to build a just and compassionate society. Love their country and appreciate their culture. Learn how to learn and become life-long learners. Enjoy life and learning.

School Characteristics

School Management

School Management Organisation:

The school is managed by a sponsoring body - The Catholic Diocese of Hong Kong, and operated by an Incorporated Management Committee (IMC). The Supervisor, Principal and Deputy Principal lead the school administration committee and teaching affairs team to manage school affairs. Staff is subdivided into four domains, namely "Management and Organisation", "Learning and Teaching", "Student Support and School Ethos" and "Student Performance and Activities".

Incorporated Management Committee / School Management Committee / Management Committee:

Our IMC committee members included eight nominees from The Catholic Diocese of Hong Kong, one independent committee member, two teacher representatives, two parent representatives, one representative from School Alumni Association and our school head. All of us will work together to enhance our school management.

School Green Policy:

Our school campus is vast, measuring about 7,285 square metres. We place emphasis on making the environment green. Teachers actively participate in and promote environmental protection activities, encouraging students to act "Green", by saving electricity and water, reducing, recycling and reusing materials, to aid environmental protection. In addition, our school has installed a Solar Power System (solar panels) on the roof of the school building, and the electricity produced is directly supplied to all parts of the school, striving to put low-carbon lifestyle into practice.

School's Major Concerns:

1. To promote Values Education and facilitate whole person development in students.
2. To nurture students' self-directed learning abilities continuously for enhancing the effectiveness of learning.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Self-directed learning elements are incorporated into the school-based curriculum and reinforcement booklets, which can enhance students' self-learning ability and its effectiveness.
2. To focus on the culture of biliteracy and trilingualism, and develop sports and arts, we adopt Multiple Intelligence classes and after-school elite training classes during the week in order to develop healthy living style.
3. Promote cross-curricular learning activities and STEM exploration in order to enhance students' high-order thinking, creative thinking, communication and collaboration skills.
4. To encourage "Reading to Learn": Building on students' reading experiences in the primary stage can lay the foundation for further development of students' reading skills and strategies to enhance their interest and reading abilities.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. To implement the school-based Value Education curriculum and cultivate a positive atmosphere for nurturing the ten priority values and attitudes, a sense of belonging and national identity in students.
2. To make good use of learning time to create a self-directed learning environment for students to strengthen the STREAM education and cultivate media and information literacy. To foster whole-person development by providing learning activities across different learning areas to enrich students' learning experiences.
3. To strengthen "Reading across Curriculum" to enhance students' lifelong learning abilities.

Development of Generic Skills:

Through the implementation of Project Learning and STREAM education, we aim to nurture nine generic skills. Therefore, students can master and build knowledge, enabling them to apply the skills learnt, to solve daily life problems.

Cultivation of Proper Values, Attitudes and Behaviours:

Through Spiritual / Religious Education and Values Education, the five core values of Catholicism (Truth, Justice, Love, Life and Family) are imparted, in order to strengthen the cultivation of students' physical, mental and spiritual health, which can help build up students' positive outlook towards life thus enable students to uphold these positive values and active attitudes in their lives. Students attend assemblies, values education classes, class teacher lessons and activities of class management, which can help students recognize the great traditional spirit of Chinese culture and nurture their correct values, behaviour and attitudes for the whole-person development.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. To tailor to individual needs: Enrichment programmes are offered to foster skills and abilities in gifted and talented students while individual or group remedial lessons are provided to cater for learner diversity.
2. To design group-learning activities in class: Teachers develop diversified school-based booklets for students to accommodate their needs.
3. To broach professional support: Staff include social workers, a School-based Educational Psychologist, a School-based Speech Therapist and an Occupational Therapist.
4. To provide appropriate support for students in need through bringing in community resources.

Whole School Approach to Integrated Education:

The student support team will use resources to provide workshops or remedial learning groups to SEN students. In addition, teaching will be adapted and accommodations will be made in homework and assessments for the SEN students, to help ease and overcome the difficulties in studying.

Curriculum Tailoring and Adaptation:

Curriculum tailoring and accommodation for students with special education needs:

1. A bridging course is provided for P.1 students to help prepare them towards adapting to primary schooling. The course enables students and parents to know more about the campus environment, characteristics of the school curriculum and assignments. Theme-based learning is based on the students' needs to integrate the school-based curriculum for enrichment.
2. Providing enrichment programmes for gifted students, recommending them to participate in off-campus programmes and open assessments.

Home-School Co-operation and School Ethos

Home-School Co-operation:

We encourage a high level of involvement from parents. Parents can take on the role of parent managers. They can join the PTA and participate in voluntary work at school.2. We unite our beliefs for building a harmonious and delightful learning environment to reach the concentric aims of teachers and parents.

We provide supporting services to the parents such as Parent Education Programme. To provide chances for parents to participate in school-based parenting education and diversified physical, mental and spiritual activities. We hope parents can build the ability to assist their children and gain different kinds of information and community support services to help the next generation with positive and healthy values.

School Ethos:

1. We strive to nourish students to be responsible citizens who are loving and eager to seek the truth.
2. We place importance on our students' moral development. In an atmosphere imbued with values of Catholicism, our students are polite and grateful.
3. Our students exhibit the Students' Ten Exemplary Virtues: Fulfilling the love of God, passionate about life, responsible, open and gregarious, confident, creative, technologically literate, self-disciplined, self-motivated and seekers of virtual and academic excellence.

Future Development

School Development Plan:

1. Perpetuate development and optimization of the school-based curriculum; tighten the linkage across subjects and promote cross-curricular learning.
2. Carry out STREAM education and I.T. skills systematically throughout the curriculum in order to promote the effectiveness of learning.
3. Provide various learning experiences to cultivate students' creativity and self-directed learning.
4. Nurture students to be citizens who revere God, love their neighbors and are patriotic and vigorous.

Teacher Professional Training & Development:

1. have an in-depth knowledge of the core values of Catholicism, be healthy in body, mind and spirit.
2. have co-planning meetings regularly in order to optimize and enhance the effectiveness of teaching and learning.
3. have continuous training that pertains to the school's major concerns and development foci, in order to promote professional development.
4. To strive for different kinds of external resources proactively and cooperate with other organisations, teachers' professional skills and abilities are promoted.

Others

Students who have brilliant academic achievements and talent in sports and arts, can receive prizes from Rev Bro. Paul Sun Education Foundation, who is one of the patrons. PTA and School Alumni Association also provide prizes to students who learn proactively, showing academic and moral character improvement. To broaden horizons, students have chances to join different school excursions outside HK, which can deepen their learning experiences, strengthen the collaborative effort of teamwork and communication skills. Students perform well in academic and moral conduct. They also do well in other areas, such as, STEAM, Maths, P.E., Chinese Dance, etc. Students always get prizes in HK and in international competitions.





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POA School Net No.

### School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Wong Man Ping Annie	Ms. Wong Kuen Heung	Established	Aided Whole Day	Co-ed	Catholicism
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					86%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Catholic Diocese of Hong Kong	Love & Perseverance	1969	Chinese (incl.: Putonghua) and English	School Bus	About 1200 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-				Yes	
4Rs Mental Health Charter	Yes	Whole School Health Programme		Pledged School	

### 2025/2026 Annual School Charges

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

### 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
Computer Rooms, Multi-media Room, Dancing Studio, Music Rooms, Activity Room, Counselling Room, Prayer Room, English Room, Steam Room, Playroom				-

### 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%	100%	34%	87%	16%	13%	71%

### Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	2	2	3	3	4	4	18
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	1	2	2	3	3	4	15
Mode of teaching at different levels	We implement Small Class Teaching Policy. Besides, we have specialized classes for students with special educational needs. Students are given more individual guidance during lessons.							
Remarks	-							

### Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		2	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		0	Number of exam(s) per year (P2 to P6 only)		3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	Both summative and formative assessments are applied. We value students' learning effectiveness in terms of cognition, skills and attitudes. The frequency for school assignment and assessments are well balanced. Through project learning and by conducting different modes of assessments, we can reinforce the development students' generic skills.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	Mixed-ability classes based on students' examination 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	8:00 AM	3:15 PM	12:30 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	We encourage students to maintain a healthy life style to become physically, mentally and spiritually healthy. A school-based healthy campus policy is well-established. We have joined "Eat Smart School Accreditation Scheme". Annually, we organise Sports Day, Fruit Party, Class Breakfast Meeting etc. We also participate in Little Volunteer Program and Elder Academy.		Apart from basic curriculum, the school runs different courses to cultivate students' intellectual development.		



Life-wide Learning

Extra-curricular activities cover several fields, including seven-color handbells, ukulele, shadow play, magic, tie-dyeing, creative clay class, drone-operating, AI coding, flag-raising team, Tai Chi, rugby, martial arts and voluntary scheme. We also have newly-emerged activities, such as K-pop, dodgeball, kinball, cyclone ball. In addition, we have professional coaches help conduct the trainings such as Chinese dance, break dance, dragon dance, rope skipping, English drama, LEGO coding, Maths Olympiad, percussion band, violin and Taekwondo.

School Mission

Live by core values of Christian teaching in everyday life and foster positive values in children. To provide young children with an all-rounded education based on Christian values. We stress the total development and the multi-intellectual growth of each child so that they can flourish and contribute positively to themselves and their future. We promote understanding and cooperation between teachers and parents, so as to enhance the quality of school life and family life.

School Characteristics

School Management

**School Management Organisation:**  
The school is under the governance of the Incorporated Management Committee of PSEC. The school administration is divided into 4 domains, "Management and Organization", "Learning and Teaching", "Student Support and School Ethos" and "Students Performance". Teachers are under different assigned groups which are led by the principal. IMC supervises the school. School Alumni and PTA give valuable advice to school.

**Incorporated Management Committee / School Management Committee / Management Committee:**  
The Incorporated Management Committee of Ping Shek Estate Catholic Primary School.

**School Green Policy:**  
Promote environmental education and green living. The school has attained Green Elites Campus Accreditation. Encourage students to actively protect and cherish the natural resources that God has asked us to take care of.

**School's Major Concerns:**  
1. To raise students' general learning abilities through multi-learning modes and optimized learning and teaching strategies.  
2. To maximize productivity of school-based learning and teaching of value education.

Learning and Teaching Plan

**Learning & Teaching Strategies:**  
1. We value all round education and whole-person development. Through cooperative learning and practical activities, we can stimulate students' interest in learning. In order to enrich students' learning experience, we implement Theme-based Learning Programme, Project Learning, Chinese Culture Day, STEAM DAY, various Physical and Aesthetic programme and doing social services.  
2. Students' language abilities is one of our focus, a language-rich learning environment is provided. We use Putonghua as the medium of instruction for teaching the Chinese language subject. And school-based English learning materials are also established to provide students the opportunities to apply their learnt language.  
3. Promoting STEM education, helps cultivate their critical thinking skills, creativity and learning interest and enquiry for knowledge.  
4. The use of IT supports interactive learning and enhance students' self-learning ability.

**Development of Major Renewed Emphases of the Primary Education Curriculum:**  
Readjusted the school timetable, subject-based lessons are arranged in the morning session while tutorials and a wide range of activities are scheduled in the afternoon, such as Life-wide Learning activities, Values Education, STEAM Activities, Cross-curricular Activities and class teacher periods. Making good use of learning time, we facilitate students' online self-study activities and participate in different variety of meaningful learning activities during their holiday.

**Development of Generic Skills:**  
Develop students' generic skills through daily teaching, STEAM, project learning, holistic learning activities and voluntary service.

**Cultivation of Proper Values, Attitudes and Behaviours:**  
The aim for arranging various types of activities is to create vast learning opportunities for our pupils to become caring and assiduous global citizens in the name of our Lord. We hope our students will develop their positive value set fulfilling the Five Core Value.

Student Support

**Whole School Approach to Catering for Learner Diversity:**  
Different levels of learning tasks are designed so as to cater the different abilities of the students. Support to students and parents regarding to the transition from P.6 to S.1 and kindergarten to P.1 is arranged. We provide curriculum, homework and assessment accommodation for students with special educational needs. After-school remedial classes for new immigrant. Besides, there are elite classes, enrichment classes, mixed & remedial classes, after school tutoring classes and School-based Speech Therapy Service. Training for gifted students is provided. School offers an "After-School Care Program" until 6:15 PM to accommodate working parents. There is a "Friday Study Camp" aimed at reducing paper homework and increasing family bonding time. School social workers and school-based educational psychologist provide consultation service for students and parents in need.

**Whole School Approach to Integrated Education:**  
Our school implement the Whole School Approach to Integrated Education. We provide Early Identification and Intervention Programme for P.1 Students with Learning Difficulties. We use the Learning Support Grant to provide appropriate support to students with special educational needs such as reading and writing groups, individual education plans. We also cooperate with external experienced organizations to implement Project on 'Whole School Approach to Providing Tiered Support for Students with Autism Spectrum Disorder' to provide group training to students with ASD. In addition, enhanced school-based speech therapy service is provided to students in need.

**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:**  
Adaptations of the curriculum, assignments and examinations are made for SEN students. Gifted education, remedial lessons and enhancement classes of each level are tailored for individual learner's needs.

Home-School Co-operation and School Ethos

**Home-School Co-operation:**  
In order to strengthen the bond between School and Parents, PTA holds a variety of activities, such as gatherings for parent-volunteers, gatherings with the Principal, parents' seminars, annual outings, interest classes and parents workshops. Parents are kept up to date through transparent school news from our publications, school webpage and WhatsApp messages.

**School Ethos:**  
Our students are pure, polite, respectful and law-abiding. They can reflect the spirit of God's love in their daily life. Though "Secret Angels" scheme & "Caring Ambassador Program" to strengthen peer support. We promote school-based Positive Value Education according to the Catholic core values so as to enhance the quality of Ping Shek Students. Through activities of Positivity, we continuously develop education on students' mental health and positive characters.

Future Development

**School Development Plan:**  
Promote the education of the five core values of Catholicism, we encourage students to learn and practice Saints' morality in order to foster students' positive values and attitudes. Strengthen students' self-directed learning skills and learning effectiveness. Build a positive campus so to improve teachers' and students' physical, mental and spiritual qualities.

**Teacher Professional Training & Development:**  
To develop school learning community with long term development plan. Through lesson observation, experience sharing, collaboration and networking with local universities, organisations and EDB to enhance learning and teaching effectiveness.

Others

1. Inter-school Music Contest Percussion Gold Prize and Team Silver Prize, Outstanding Cooperation Award, Outstanding Overall Performance Award, Outstanding Actor Award and Best Script Award in the English Drama Festival, Mathematics Chess Contest 1 Gold and 2 Bronze, AI Generating Chinese Proverb Creation Team Champion, Kowloon East Swimming Competition 3 first runner-ups, Kwun Tong Inter-school Championship 1 champion and 2 first runner-ups, Hong Kong Rope Skipping Competition multiple champions.  
2. Activities outside Hong Kong –Beijing History and Culture Trip, Guangzhou Intangible Cultural Heritage Exchange, Shenzhen Sister School Scheme on drone-operating, New Technology Activities Exchange.  
3. Lots of outside classroom activities are arranged, such as the Career Planning Programme organized by Ocean Park.



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POA School Net No.

### School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Chow Siu Lui	Ms. Chan Siu Yin	Established	Aided Whole Day	Co-ed	Protestantism / Christianity
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Anglican (Hong Kong) Primary Schools Council Limited	Not to be served but to serve	2003	Chinese	School Bus	About 6345 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
-	-	\$30	\$300	-

### School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	A mini-tennis court, five lanes of 50m track (connecting a sandpit), climbing wall, two basketball courts and one football field.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Fifteen special rooms including School Library, two Music Rooms, Visual Arts Room, Science Laboratory, Computer Room, Language Room, Multi-purpose Activities Room, Dance Room, Religious Room, Medical 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		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
98%	98%	27%	61%	10%	20%	70%

### Class Structure

				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year				No. of classes	5	5	5	5	5	30
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	5	5	5	5	5	30
Mode of teaching at different levels		'Small Class Activity Learning and Teaching Approaches' and 'High Levels of Motivation, Participation, Display and Feedback Strategies' are carried out to strengthen students' learning efficiency.								
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	Various formative and summative assessments involving different parties such as teachers, students, peers and parents are implemented through observations, activities and projects.						
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 from Primary 3 to Primary 6 are allocated to different classes with reference to their abilities in 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	35 mins	8:00 AM	3:05 PM	12:55 PM - 1:55 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Implement Healthy Campus, Caring Campus and Life Education to nurture students' physical, mental and social well-being with a focus on developing students' healthy lifestyles, positive values and attitudes and practical life skills.		The school nurtures children with Christian teaching. There are daily morning prayers, religious classes, life skills classes, and life growth classes.		

Choir, Percussion, Handbell, Ocarina , Cajon , Dance, Rope Skipping, Dodgebee, Swimming, Taekwondo, Karate, Table Tennis, Football, Basketball, Volleyball, Games, Athletics, Robotic Coding and Mechanics, Cambridge Courses, Little Scientists, VR Sketch, 4D Frame, 3D Printing, STEAM Team, Mathematical Olympiad, Speech Festival, Fellowship, Flag Raising Team and Uniformed Groups etc.

Our school is committed to providing our students with an integral development of the spiritual, moral, intellectual, physical, social, and aesthetic aspects, and a holistic education in accordance with our belief, "Children as our centre, humanity as our foundation. God as our cornerstone".  
We believe that every child can be successful.

<p><b>School Management Organisation:</b>          The Principal and Vice-Principal manage the school under four domains and refine the school development plans continuously to optimize the school policies.</p>
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The Management Committee comprises fifteen members, including members of S.K.H., individual parties, teaching staff, alumnus and parents. The committee constantly works on formulating appropriate policies.

Environmentally friendly Campus; Recycling Programme (Plastic bottles, paper); Uniform Recycling; Clean your plate campaign.

1. Optimize learning and teaching to improve student achievement.
2. Develop a positive learning environment. Cultivate students' positive attitudes and values.

1. Co-operative Learning Strategies are adopted to promote learning and teaching efficiency.
2. Promote students' self-directed learning ability through school-based curriculum design.
3. Provide a wide range of learning activities to extend students' learning and increase motivation.
4. Promote project-based learning, collaborative learning, e-learning and self-directed learning to strengthen students' learning skills.
5. Co-operate with organization to establish Teacher-Professional Learning Community, so as to develop diversified teaching strategies and promote learning and teaching efficiency.

Promote reading across curriculum:  
1. Using picture books to promote reading in Junior Primary    2. Promote learning through reading in different subjects  
3. Upgrade library facilities and use 'Hyread' reading platform (Happy Reading)  
Incorporate coding programme in Computer Literacy lessons to enhance digital literacy skills:  
1. P.1-P.2: Scratch Junior and Code.org                  2. P.3-P.6: Scratch and Micro:bit                  3. Organise Programming Fun Day  
4. Primary Humanities and Primary Science subjects will be offered in Primary 1 and Primary 4 in the 2025-2026 academic year.

The nine generic skills are developed through teaching, learning and other activities. For example, overseas exchanges and campings are arranged to broaden students' horizons, strengthen students' affective and social development.

1. Implement positive education assist student to recognize their strengths and develop a positive mindset.
2. Impart positive values to students like being respectful and grateful through life education.

1. Sunshine Ambassador Project for nurturing P.1 students.
2. Gifted small class teaching.
3. Joint School-based and Community-based Projects.
4. Remedial support classes.
5. Small group tutoring are conducted to provide support for the students in need.
6. Our school social workers work closely with the class teachers to support students' growth.
7. There are dedicated teachers at each form to support the growth of students.
8. Implement various school-based measures to help newly arrived students adapt to learning.

1. Every member of staff at the school cares for students and teaches them with love, and cultivates a positive culture.
2. To cater students' learning diversity, a whole school approach is adopted.
3. According to the fund provided, small group training, school-based speech therapy and school-based educational psychology services are provided.

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.

1. Identify the students' strengths and weaknesses through students' performance analysis. Design appropriate school-based curriculum with suitable teaching and learning strategies.
2. Small group tutoring and assessment accommodations are arranged to cater for students' needs.

1. Organise parent-teacher conferences to strengthen home-school cooperation.
2. Our parents actively participated in students' learning activities such as "Family Sports Day" and "PTA picnic".
3. Arrange various activities to enhance effective parent-teacher co-operation such as Parents-Also-Appreciate-Teachers Drive and Storytelling by Dads & Mums.
4. Promote parent support through various talks and workshops.
5. Sustain and promote parent-teacher communication through "Sunshine Call".
6. Invite parents to join the Caring Parents Volunteering Team and Parent Fellowship.

Parents and teachers ensure mutual support for each other's roles as partners.

1. Students are nurtured with love and care to excel in academic performance and conduct.
2. Positive Education in school curriculum and the provision of diversified learning experience cultivates students' positive values and attitudes.
3. Our school provides an education which embraces the joy of learning and stresses the spiritual, moral, intellectual, physical, communal and aesthetic development of students.
4. Duty For Every Student Programme helps enhance students' willingness to make commitment and contribution.
5. "Be encouraging, be caring" is the principle of discipline and guidance, and cultivates students' good character.
6. The Point Reward Program and Student Leadership Training are designed to enhance students' good behaviour and spirit of service.

1. Every student is nurtured to excel in both academic performance and conduct.
2. Adopt "high levels of motivation, participation, display and feedback" strategies to enhance students' learning effectiveness.
3. Through project learning, learning from reading, learning with information technology, and moral & civic education, expand students' knowledge and cultivate students' life-long learning skills.
4. Provide students with quality STEM learning opportunities.
5. Utilise information technology to enhance interactive learning and promote students' self-directed learning.
6. Establish a professional learning community for teachers through different support programmes.
7. Through providing an array of extensive opportunities, such as gifted education, leadership training, and overseas exchanging programmes, students are empowered to explore their full potentials.

Through collaborative lesson planning and sharing, our teachers can improve the school's learning environment. Teachers are encouraged to attend workshops and continue their education in order to increase their professional expertise.

In order to allow students to expend their knowledge and enrich their learning experiences, the school will organise overseas exchange activities for students to learn more about different countries and cultures, as well as to broaden their horizons.



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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Wong Wai Ying Paulina	Mr. Kwok Man Chiu	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.	1965	Chinese	School Bus	About 2785 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
-	-	-	\$300	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
12	2	1	1	A multi-purpose playground is on the top floor. All classrooms are air-conditioned and equipped with computers and interactive touch displays.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
STEM Room, English room, Distance Learning classroom, Campus TV broadcasting station, 2 small class teaching rooms, music room, medical room, social worker's office, etc.				Ramp.

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

Number of teaching posts in the approved establishment			26	Total number of teachers in the school		28
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	52%	76%	50%	21%	29%

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		Small class teaching is employed in all levels. In the classes from P.1 to P.3, Putonghua is adopted as the medium of instruction in Chinese Language. A three-tier operation mode is adopted in implementing Gifted Education in our school. With e-learning support, self-directed learning is highly promoted in all levels.								
Remarks		Chinese and English group teaching in P.5.								

Performance Assessment

Number of test(s) per year (P1 only)		1	Number of exam(s) per year (P1 only)		1	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		1	Number of exam(s) per year (P2 to P6 only)		2		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	In addition to written and oral examinations, a mode of diversified formative assessment is also adopted which allows teachers and parents to understand students' learning progress. For example, life skills assessment is introduced in General Studies and performance task assessment is introduced in Mathematics.						
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 school uses average ability grouping to allocate 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	8:00 AM	3:15 PM	12:15 PM - 1:15 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	We participate in EatSmart School Accreditation Scheme and sportACT Award Scheme and organize different kinds of activities that aim at promoting a healthy diet and lifestyle among students.		STEAM Room and library are opened to students during lunchtime and after school. Most core subjects are arranged in the morning session while lessons after lunch are activity-based.		

Life-wide Learning

Our major extra-curricular activities include Chinese Dance, Latin Dance, robotics, orchestra, violin, viola, cello, woodwind instruments (flute, clarinet), brass instruments (trumpet, trombone), mathematical reasoning, parent-child voluntary work, I.T. Superkids, English Drama, choir, handchimes, athletics, uniform groups, Junior Police Call, painting, Taekwondo, Kei Faat Media, Visual Arts Elites, Chinese painting, Little Scientists, etc.

School Mission

In accordance with the objective of HKCCCC, we aim at cultivating students with excellent morals, noble sentiment, rich academic knowledge, positive attitude to life, correct values and strong social awareness. The Vision of the School shall be: "Together we nurture fullness of life; Hand in hand we witness the love of Christ."

School Characteristics

School Management
<b>School Management Organisation:</b> The Incorporated Management Committee appoints the principal to lead the school development, administration, curriculum, moral training and other groups to expand school affairs. Parent-Teacher Association and Alumni Association are also established so that different stakeholders can work together to lead the school's development.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> The Incorporated Management Committee (IMC) was established in 2007.
<b>School Green Policy:</b> Campus Beautification Programme, the One Person, One Flower Scheme.
<b>School's Major Concerns:</b> The school focuses on four pillars of student growth: a solid academic foundation, forward-thinking innovation and creativity, a keen international perspective, and correct values. The goal is to cultivate students who are "Future Ready." The school's focus from 2023-2026 is "A Wonderful Life Guided by You, Innovating Learning, and Setting Sail from Me."
Learning and Teaching Plan
<b>Learning &amp; Teaching Strategies:</b> We place great emphasis on enhancing students' reading and writing skills. We use Putonghua as the medium of instruction to teach the Chinese Language. We aim at cultivating students with excellent morals, noble sentiment, rich academic knowledge, positive attitude to life, correct values and strong social awareness. Life-wide learning activities related to sports and arts and overseas exchange programmes are organized to broaden students' horizons and enrich their life experiences. We also aim at developing students' different generic skills, especially their creativity, critical thinking skills, collaboration and communication skills and information technology skills.
<b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b> Strengthen STEAM education and e-learning, enrich cross-regional curriculum development, strengthen independent learning, improve assessment literacy, and promote parent education. In addition, positive education will be strengthened, and the inherent framework will be optimized to present positive elements three-dimensionally through the theme stories of different characters throughout the year.
<b>Development of Generic Skills:</b> By organizing a wide range of learning activities related to cross-curricular project-based learning, life-wide learning, overseas exchange programmes and school-based curriculum, students' 21st century skills are developed.
<b>Cultivation of Proper Values, Attitudes and Behaviours:</b> To promote positive values through sharing of biblical phrases and stories and moral education in weekly assemblies. To encourage students to learn how to be caring and perseverant and put into daily practice through Love@Kei Faat Award Scheme.
Student Support
<b>Whole School Approach to Catering for Learner Diversity:</b> 1. Different enhancement and remedial classes are provided to cater for learning differences. 2. Pre-S1 bridging programme is provided for P.6 students to help them adapt to the secondary school life. 3. Our learning & teaching strategies are enhanced according to the guidelines about catering for diverse learning needs by EDB.
<b>Whole School Approach to Integrated Education:</b> As our school is committed to building a caring campus, a whole school approach is adopted to support students with SEN so that their learning effectiveness and efficacy can be improved. The Student Support Team and School-Based Educational Psychologist in our school provide students with SEN with different services and support in terms of their needs in study, homework and special assessment arrangements. Students with SEN in our school are also provided with school-based speech therapy service and other professional services such as attention training group and literacy training group.
<b>Curriculum Tailoring and Adaptation:</b> The school-based curriculum is tailored and adapted according to students' abilities and interests.
Home-School Co-operation and School Ethos
<b>Home-School Co-operation:</b> 1. Different activities are co-organized with PTA such as PTA Picnic, Games Day and different family workshops. 2. To enhance home-school co-operation, Parents' Day and parent-child volunteer work are held. 3. There are different activities or groups that aim at enhancing the relationship among parents, including Gospel Meeting, Tea Gathering and Parents Fellowship and Parent Volunteers' Gathering. 4. Different talks and seminars are held to help parents develop their effective parenting skills.
<b>School Ethos:</b> Our school emphasizes on positive education and is marked by the culture of harmony and simplicity. Our students are polite and well-disciplined. We advocate the integration of spirit nurturing, guidance and counselling.
Future Development
<b>School Development Plan:</b> Our school plans to further reform our interdisciplinary curriculum by: • providing more life-oriented learning experiences • strengthening the creation of a positive campus culture rooted in Christian core values • cultivating students' 21st-century skills: knowledge, skills, attitudes, and values. In addition, the school also needs to cultivate students' "change-making abilities" at three high levels, including the ability to create new value, coordinate conflicts and dilemmas, and take responsibility.
<b>Teacher Professional Training &amp; Development:</b> To foster teachers' continuous professional development, in-house interaction and sharing and co-planning meetings are organized to help teachers reflect on their own teaching strategies so as to cultivate and strengthen the culture of self-evaluation among teachers.
Others
- Our school has established an orchestra. - Our school holds regular overseas study activities. - Students participate in different kinds of competitions in different aspects such as Hong Kong Schools Speech Festival in Cantonese, English and Putonghua, Hong Kong Schools Music Festival and other competitions about drama, athletics, robotics and STEAM. Their results and achievements are encouraging. - For more details, please visit our school Facebook Page: <a href="https://www.facebook.com/ccckfps">www.facebook.com/ccckfps</a>



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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Prof. Wong Sing Wing	Mr. Lee Po Man	Established	Aided Whole Day	Co-ed	Protestantism / Christianity
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Hong Kong Council of the Church of Christ in China	Please refer to the Chinese version.	1965	Chinese (incl.: Putonghua) and English	School Bus	About 7250 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-				Yes	
4Rs Mental Health Charter	Yes	Whole School Health Programme		Pledged School	

2025/2026 Annual School Charges

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

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
36	4	1	1	All classrooms have computers, projectors, and electronic whiteboards. There is a greenhouse and an art project engaging student participation.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Computer Rooms, Music Rooms, Laboratory, Art Room, Studio of Campus TV, Dancing Room, English 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			66	Total number of teachers in the school		66
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	48%	40%	5%	25%	70%

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		Lessons were designed in accordance with the principle of small class teaching in order to enhance students' participation, interaction and learning interests. School-based Gifted programmes are designed for the gifted children to develop and enrich their talents. After-school remedial classes are also arranged to cater for learner's 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	Different modes of assessment, including formative, summative, self, peer and parent assessments. P.3-P.6 General Studies Project Learning and P.5-6 Music Project Learning are also included as 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	There are elite classes from P.2 to P.6. Around the top 35% of students of each level (P.2 to P.6) will be allocated to elite classes (Class A and B). The rest of the students will be allocated equally to the average classes (Class C to Class F).						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:10 AM	3:00 PM	1:05 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and Provided by designated supplier or prepared by parents.	Our school carries out different policies and activities in order to create a healthy environment and to arouse the awareness of the health and environmental protection issues in our school.		1. There are more than 60 extra-curricular activities for students to choose. 2. Courses to cater for learners' differences are from 15:05 - 16:05.		

Life-wide Learning

We offer a wide variety of extra-curricular activities to our pupils, including academics, sports, arts and STEAM training programs.  
Uniformed Groups: Flag-guards, The Boy's Brigade, Cub Scouts, Hong Kong Red Cross Junior Unit etc.  
School Teams: Baseball and Softball Teams, Athletics, Swimming Team, Basketball Team, Volleyball Team, Choir, Percussion Team, Recorder Team, Orchestra, Choral Speaking Team, STEAM Programming. etc.  
Interest Classes: Campus TV, Abacus class, instrument classes, dancing class, drama class, Reading Memory Techniques Workshop etc.

School Mission

To develop students' moralities, civic sense of responsibility, intelligence, interpersonal skills, appreciation of aesthetics, and spirituality.

School Characteristics

School Management

**School Management Organisation:**  
Hong Kong Council of the Church of Christ in China

**Incorporated Management Committee / School Management Committee / Management Committee:**  
Established IMC since 2006

**School Green Policy:**  
Establishing an Eco-Friendly Lifestyle for Students in Line with the Curriculum

**School's Major Concerns:**  
1. Provide diversified learning experiences and strengthen learning effectiveness  
2. Enrich students' social development and nurture their positive values and attitudes

Learning and Teaching Plan

**Learning & Teaching Strategies:**  
1. Emphasise all-round education and whole person development  
2. Cater for learner diversity  
3. Promote small class teaching  
4. Promote STEAM Education  
5. Promote self-directed learning  
6. Promote Reading Across the Curriculum  
7. Widen students' learning experiences through multi-intelligence lessons, extra-curricular activities and study tours

**Development of Major Renewed Emphases of the Primary Education Curriculum:**  
1. Promote national education through a whole-school participation model.  
2. By studying Chinese history and classical Chinese texts, students can appreciate and understand Chinese culture.  
3. Strengthen STEAM education and cross-curricular reading.

**Development of Generic Skills:**  
Foster students' generic skills (e.g. communication skills, creativity, critical thinking skills...) through promoting co-operative learning approach, project learning and cross-curricular activities.

**Cultivation of Proper Values, Attitudes and Behaviours:**  
1. Positive Education: develop students' positive thinking skills.  
2. School-based Value Education: help students develop self-discipline.

Student Support

**Whole School Approach to Catering for Learner Diversity:**  
In order to enhance the learning effectiveness of pupils with different abilities, we provide School-Based Elite Education and remedial classes. We also adopt the Whole School Approach to cater for learner diversities.

**Whole School Approach to Integrated Education:**  
Our school establishes a Student Support Team and adopts a whole-school approach to support students with special educational needs. The school has cultivated a caring culture where every student, regardless of his special needs, is being supported. To cater for these learners' diversities, after-school remedial classes, pull-out programmes, speech therapy services (group and/or individual) and services from professional organizations are arranged for students. Homework and examination accommodations are also provided. We also strengthen the communication with parents of students with SEN by discussing the strategies to support their children.

**Curriculum Tailoring and Adaptation:**  
Cross Subjects Project Learning  
Enrichment and Remedial Programmes

Home-School Co-operation and School Ethos

**Home-School Co-operation:**  
1. We prioritize communication with parents, automatically enrolling all parents of new students as members of the Parent-Teacher Association.  
2. The Parent-Teacher Association organizes various parent-child activities each year to strengthen family relationships, as well as a variety of seminars to promote parental education.  
3. Parent volunteers actively participate in and assist with various aspects of school activities, including Chinese Culture Day, Sports Day, and the Storytellers program. Additionally, we hold annual gatherings for parent volunteers to foster connections and share experiences.

**School Ethos:**  
Adopting a whole-school participation model, we implement various support services and cross-department collaboration programs to provide comprehensive support for students. Teachers work together to cultivate positive values in students, fostering a sense of belonging to the school and creating a harmonious and orderly campus atmosphere. We organize parent seminars and Classroom Management for Primary One adaptation and peer counseling, as well as guidance and adaptation sessions for Primary Six students and their parents regarding secondary school selection. Through extracurricular activities, we aim to inspire students' potential. Our school has been awarded the 'Continuous Caring Award' by the Hong Kong Christian Service.

Future Development

**School Development Plan:**  
1. Enhance students' problem solving skills and unleash their potential in innovation through STEAM education.  
2. Develop students' self-directed learning skills and strength learning effectiveness through classroom activities.  
3. Carry out Reading Across the Curriculum to help students establish meaningful links between concepts and ideas acquired in different Key Learning Areas.  
4. Use different approaches or techniques to develop students' creativity.  
5. Let students understand their national identity and be concerned about society, the nation and the world, and to fulfil their role as a responsible citizen.  
6. Combining personal strengths and the PERMA model of well-being, promote positive education to establish a sense of flourishing among students as a future direction.

**Teacher Professional Training & Development:**  
Curriculum Research Group is formed to optimize the school-based curriculum.  
Teachers attend different professional training courses and experience sharing sessions in order to enhance teacher professional development.

Others

2023-2024 Awards and Achievements  
1. Hong Kong Outstanding STEAM Education School Award  
Received at the Hong Kong School-based Biology Innovation and STEAM Education Awards Ceremony.  
2. Excellent Science School Award and First Prize at the National Finals  
Achieved at the Sichuan-Chongqing-Hong Kong-Macau Youth Science Competition.  
3. FTF Youth Drone Competition (National Level)  
• Runner-up and Third Place in the Drone Football Contest (Hong Kong Regional Selection).  
• Represented Hong Kong at the national competition and secured 6th place overall.  
4. Runner-up in the Kowloon East Girls' Basketball Competition.  
5. Sustained Caring Campus Award from the Hong Kong Christian Service.





香港道教聯合會圓玄學院陳呂重德紀念學校  
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POA School Net No.

### School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Dr. Chan Kwok Chiu BBS, MH, JP	Mr. Leung Chun Kit	Established	Aided Whole Day	Co-ed	Taoism
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
H.K. Taoist Association	Grasp Principles, Cultivate Virtues	1996	Chinese (incl.: Putonghua) and English	School Bus	About 6500 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
-	-	\$30	-	-

### School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	3	1	1	Grass Pitch
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
STEAM Room, eSport Room, Student Activity Center, Instrumental Music Training Room, Wonderland, Music Rooms, Visual Art Room, Parent Resources Center, Rice field, Organic Aquaculture Ponds				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			55	Total number of teachers in the school		65
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	25%	52%	37%	21%	42%

### Class Structure

				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year				No. of classes	4	5	5	5	5	29
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	3	4	5	5	5	27
Mode of teaching at different levels		1. Small class teaching 2. E-learning 3. STEAM Education 4. NET Scheme 5. AI BOARD for teaching 6. Various learning activities 7. Intensive Remedial Classes are carried out after school								
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							Yes
Diversified Assessment for Learning	Besides the three yearly assessments, we conduct Chinese and English speaking assessments and project learning. Students' progress is evaluated through subject-specific methods.						
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 are streamed in two elite classes, English is adopted as the medium of instruction in General Studies and Putonghua as medium of instruction in Chinese Language. All English language courses are taught by foreign English teachers.						

### School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	10	30 mins	8:15 AM	3:15 PM	1:00 PM - 1:55 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	In 'The Hong Kong Healthy Schools Award Scheme', our school complies with the Award requirements. Our school has been recognized by the World Health Organization to meet the standards of the WHO Health Promotion School.		Our school provides Assemblies, Moral Education, Growth Education, library lessons and Co-curricular activities. Students can use the Dream Center, E-sports Room and the library in order to encourage self-directed learning during recess time. It also implements a School-based remediation programme after school.		

Life-wide Learning

Offering over 50 extra-curricular activities to promote students' whole-person development, including academic, artistic, sports, and recreational activities. We offer featured activities such as Marching Band, Chinese Orchestra, Fencing, Magic, Drama, Computer Programming, Mathematics Olympiad, and more. Other activities include athletics, ball games, and cultural activities like Chinese Calligraphy and Cantonese Opera. Our goal is to provide a diverse range of activities to cater to students' interests and talents.

School Mission

Our mission is to provide a holistic education based on Taoism, placing equal emphasis on students' moral, intellectual, physical, social and aesthetic development. In accordance with our motto "Grasp Principles, Cultivate Virtues", we are dedicated to helping students develop moral integrity and academic excellence.

School Characteristics

School Management

School Management Organisation:

The Incorporated Management Committee is responsible for supervising and managing the school. The School-based Management Team under the Committee leads the school in four domains, including management & organization, learning & teaching, student support & school ethos and student performance. It cooperates to plan and execute the school development projects.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee has been established in 2007. It comprises representatives from the sponsoring body, independent professionals, the Supervisor, the Principal, parents and teachers. The Incorporated Management Committee is responsible for giving general directions to the school in the formulation of its educational policies and for overseeing the school's performance.

School Green Policy:

- 1. To enhance students' consciousness and knowledge in environmental protection by the 'Campus Environmental Policy' and environmental education.
- 2. To separate of waste and encourage recycling of waste.
- 3. To carry out the 'Uniform Reuse Programme'.
- 4. Our school has acquired environmentally friendly and energy-saving equipment, such as double-layer soundproof glass, sun control window film, level one energy-saving appliances and automatic electronic faucets.

School's Major Concerns:

- 1. Make good use of learning time to create an autonomous learning environment and enrich the learning experience.
- 2. Recommend values education to enhance students' understanding of the country and their sense of belonging to the nation.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. Focus on cultivating students to be biliterate and trilingual. For elite classes, Putonghua is used as medium of instruction for Chinese language lessons and English for science lessons.
- 2. Diversified Learning activities are set to enrich student learning experiences. For example, interdisciplinary thematic learning activity, English day camp and Chinese cultural day.
- 3. Develop a school-based General Studies curriculum called "New Students Education". It uses comics and real-life examples to deepen values education and cultivate positive thinking. It provides hands-on experiences in STEAM education to cultivate students' spirit of scientific exploration.
- 4. Implement the new "Three Hearts" timetable model—focused in the morning, enjoyable in the afternoon, and relaxed in the evening. The morning will be dedicated to academic subjects to lay a solid foundation for students' learning. In the afternoon, there will be tutorial sessions.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. Deepen students' mastery of self-directed learning strategies and students demonstrate their confidence and ability in learning.
- 2. Promote the reading atmosphere and reinforce the implementation of "Reading to Learn" so that students can enjoy reading.
- 3. Reinforce E-learning and boost the interaction between teachers and students.
- 4. Through curriculum and diversified activities, the school promotes knowledge about positive mindset, skills and attitudes so as to develop students' good morals and positive values.
- 5. Create a positive atmosphere on campus in an all-round way to optimize the environment of the school's positive education.
- 6. Strengthen students' understanding about their motherland and their national identity and enable students to become good citizens.

Development of Generic Skills:

Students develop critical thinking skills, numeracy skills, information technology skills, problem-solving skills, study skills, creativity, communication skills, collaboration skills, self-management skills, positive values and attitudes through project learning, visits, Moral and Civic Education and extra-curricular activities.

Cultivation of Proper Values, Attitudes and Behaviours:

- 1. Continuously optimizing the school-based curriculum to deepen the teaching of school-based values according to students' developmental processes.
- 2. Enriching students' diverse learning experiences through classroom learning, campus atmosphere, comprehensive and service-oriented learning practices, and strengthening the cultivation of values in all aspects.

Student Support

Whole School Approach to Catering for Learner Diversity:

To enhance our students' learning abilities, our school organizes various school-based activities such as the "Be a Good Student Program", "Daily Dictation, Reading and Writing Scheme," "Positive Star School-wide Award Scheme," "Early Identification and Intervention Program for Primary One Students with Learning Difficulties," and "E-learning Modes Workshops". We also offer after-school support learning groups, school-based speech therapy services, and school-based educational psychology services to cater to the diverse learning needs of our students.

Whole School Approach to Integrated Education:

Our school supports students with diverse needs, including those with learning disabilities, newly arrived students, and non-Chinese speaking students. We provide classroom, group, and individual support, and offer training for teachers on the 'Whole School Approach to Integrated Education'. Additionally, we provide workshops and consultation services for parents with experts such as school-based educational psychologists, school-based speech therapists, and school social workers. Through collaborative efforts between teachers and parents, we establish an inclusive campus and take care of students' individual learning diversities.

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. Besides providing additional tutors for collaborative teaching, we also provide after-school Chinese learning tutorials to support NCS students in learning Chinese. Please visit the school website for details: <https://reurl.cc/EJRqkk>.

Curriculum Tailoring and Adaptation:

The School Curriculum Leader, subject teachers and the counseling professionals (e.g. Guidance Officer and Educational Psychologists) would engage in joint consultation to identify the key learning areas in need of attention and, based on students' specific needs, decide on the appropriate curriculum and assessment accommodation to put in place.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The school's Parent-Teacher Association promotes collaboration between parents and teachers, creating a happy and relaxed learning environment for students. We use online platforms to provide lectures and workshops for parents on child-rearing and conduct parent volunteer activities. Through a mobile application, we maintain close contact with parents and students, caring for their learning and development.

School Ethos:

The school values cultivation of virtues. We strive to nurture upright students with courtesy, self-discipline, and passion for learning.

Future Development

School Development Plan:

- 1. Make good use of learning time to create an autonomous learning environment and enrich the learning experience.
- 2. Recommend values education to enhance students' understanding of the country and their sense of belonging to the nation.

Teacher Professional Training & Development:

To foster our teacher continuous professional development, we arrange professional exchange tours to places such as Beijing, Guizhou, Xiuzhou, Shandong, Guangzhou and Macau.

Others

Our school students actively participate in various academic and artistic competitions organized by the academic community and different organizations. These competitions include Hong Kong Schools Music and Speech Association, International Mathematical Olympiad, Kowloon East District Inter-Area Primary School Athletics Competition, All HK Inter-Area Primary School Athletics Competition, and the Canton-Hong Kong-Macau Students' Reading and Performing Classic Chinese Literature Competition. In particular, our school has attained outstanding records in the field of athletics. In the Kowloon East District Inter-Area Primary School Athletics Competition the Boy A and Girl B and Boy C Grade won the champions of overall results and achieved the Excellent Award.



## School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Fan Wai Ling Eileen	Ms. Tang 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	Courtesy, Love, Diligence, Sincerity	1959	Chinese	School Bus	About 1895 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
Kwun Tong Govt Secondary School, Homantin Govt Secondary School, Kwun Tong Kung Lok Govt Secondary School, Jockey Club Govt 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
-	-	\$40	School Based Management Fee: \$130	-

## School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	1	1	1	3 Staff Rooms, 1 Meeting Room, 1 Resources Room, PTA Room, AA Room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
1 Computer Room, 1 Visual Art Room, 1 Music Room, 1 Activity Room, 1 STEM Room, 1 English Activity Room and 1 Multi-Purpose Room.				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			44	Total number of teachers in the school		47
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	31%	69%	-	13%	87%

## Class Structure

				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year				No. of classes	3	4	4	4	4	23
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	2	3	4	4	4	21
Mode of teaching at different levels		Small Class Teaching								
Remarks		In the co-teaching lessons, teaching assistants are arranged to help subject teachers cater for those students with learning difficulties. Classes are also streamed to cater for students' diversities and learning differences.								

## 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	Students need to attend a test and an exam in each term. Suitable adaptations which cater for pupils of special learning needs are implemented. Reports of learning performance are prepared at the end of each term.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	Classes are streamed according to students' academic performance and the integrated education policy.						

## School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	8	35 mins	8:00 AM	3:00 PM	12:00 PM - 12:55 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Health policy, "Eat Smart School Accreditation Scheme" and participation in healthy eating promotion projects such as exercises for 'Straighten Up Our Spiral', Sport Activities Month, Joyful Fruit Month, Healthy Snacks Week, Children Oral Health Habits, talks about healthy food, etc.		Our school has joined 'Eat Smart School Accreditation Scheme' and is awarded as "Eat Smart School" from 13 November,2024 to 13 November,2027.		

Life-wide Learning

Extra-curricular activities covers aspects of academic, sports, arts, music, information technology, personal growth; KOL of School Smart TV, Basketball, Volley ball, Flag Raising Team. Qualified professional instructors are employed to teach after-school classes, such as English Drama, Putonghua Drama, Olympiad Mathematics, Cambridge English, Phonics, Wushu, Swimming, Chinese dance, Oriental dance, Rope skipping, Taekwondo, Marching Band, violin and STEM model etc.

School Mission

To provide diversified educational services to enrich students, enabling them to learn and grow in a favourable environment; To cultivate pupils a decent personality and positive attitude towards life; To foster a balanced development in moral, intellectual, physical, social and aesthetic aspects which are beneficial to our students in order that they will become responsible citizens through an all-round education; To take the lead to implement the policies initiated by the Education Bureau; To provide quality education; To serve the society.

School Characteristics

School Management

School Management Organisation:

Formed by the School Management Committee, School Head, Deputy Heads, Administrative Units and other office staff.

Incorporated Management Committee / School Management Committee / Management Committee:

School Management Committee: Include Chairperson, School Head, 2 teachers, 2 parents, 2 alumni and 1 community member.

School Green Policy:

Implementing various activities for Environmental Education, which can improve students' understanding on different environmental issues and provide opportunities for students to put into practice.

School's Major Concerns:

Mutual Respect    Diligence and Encouraging    Harmonious Environment    Strive for Excellence

Learning and Teaching Plan

Learning & Teaching Strategies:

Diversified classroom activities can be attained effectively during lessons. Enhancement, remedial courses and School Teams Training are scheduled effectively after school. With the help of Life-Wide learning, outdoor activities and reading with themes etc., students are given opportunities to cultivate, consolidate their learning process and experiences. Through learning in authentic situations, different subjects can be well connected. Moreover, through all-round learning activities, students can build up their knowledge by experience and develop their generic skills.

Development of Major Renewed Emphases of the Primary Education Curriculum:

making good use of learning time and creating space to promote balanced physical and psychological development; to implement career planning and National Security Education through Moral and Civil Education lessons and weekly assemblies; reinforcing STEAM education

Development of Generic Skills:

Develop students' generic skills through diversified classroom activities, such as project learning, cross-curricular project learning (STEAM), whole-day and task-based outdoor activities and educational visits.

Cultivation of Proper Values, Attitudes and Behaviours:

Cultivation of positive values and attitudes through self growing lessons, life education programme as well as theme-based assemblies, talks, meaningful visits and social services.

Student Support

Whole School Approach to Catering for Learner Diversity:

Specific measures for supporting students with SEN (e.g. teaching adaptation and assessment accommodation, remedial learning groups, homework guidance groups, training on social skills and emotional control, individual education plan, annual provision of "Summary of Support for Student" to parents of students with SEN, mechanism for soliciting parents' views and discussing students' progress) by utilizing the government funding, such as Learning Support Grant as well as Grant for Supporting Non-Chinese Speaking Students with Special Educational Needs (SEN).

Whole School Approach to Integrated Education:

Our school has adopted the Whole School Approach and Co-teaching. Homework adaptation and after school classes are organized flexibly to enable the learning effectiveness of students with special educational needs. Adopting the 3-Tier Support Model, the Student Support Team includes the Special Educational Needs Coordinator and the Special Educational Needs Support Teachers are responsible for formulating the support strategies to cater for the students' diversity. Educational psychologist provides support to school to implement both preventive and developmental measures, and provides comprehensive and regular cases follow-up and intervention services. The speech therapist provides adequate speech therapy services for our students, conducts seminars and workshops for parents and teachers to enhance the effectiveness of the services provided to students.

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

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

Curriculum Tailoring and Adaptation:

Teachers design graded worksheets and tasks for students. We also arrange co-teaching lessons with learning support assistants to help students with learning difficulties. In addition, classes are streamed to cater for students' learning differences.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Parents are our close partners in many ways. Effective home-school communication and cooperation are crucial for positive development of students. Therefore, we try to build a "Trust-Respect" atmosphere among staff, parents and students to create loving and caring environment to support our students to learn joyfully and maintain healthy lifestyle. Parents are sincerely invited to join our annual gathering meeting, parent-teacher conferences, and various other home-school activities so as to know more about the school and build connections with us. Various Home-school activities like having outing or picnic, inviting guest speakers to hold seminars on fostering children and arranging leisure style activities to create fun and harmony for families.

School Ethos:

- 1. Run the "Adaptation Curriculum" for P.1 students in order to help them accommodate their primary school lives.
- 2. To cater for learners' differences, our school organizes supporting classes such as after school tutorial classes, English courses for the newly arrived children from the mainland.
- 3. The Student Guidance Personal (SGP) who stations in our school organizes the "Growth and Development" Class, which aims at building up a "Harmonious Campus" through small groups and individual tutorial counselling.
- 4. Through weekly assemblies and civic education activities, we implant in our students the value of our School Motto: Courtesy, Love, Diligence and Sincerity.

Future Development

School Development Plan:

- 1. Enhance students' self-directed learning and proficiency in STEAM learning.
- 2. Cultivate a sense of belonging and national identity towards our country through national security education
- 3. Create a healthy campus culture to promote a healthy lifestyle.

Teacher Professional Training & Development:

We aim at continually equipping teachers with professional teaching skills and techniques in this ever-changing society as well as meeting the needs of school development. Apart from the grand joint-school professional development programme organized by government schools division of Education Bureau for all government primary school teachers every year, we also have school-based Staff Development Days every year with seminars/workshops to enrich teachers' professional knowledge and skills in STEAM, E-Learning in various subjects and programming. Other school-based workshops after school including enhancing teaching techniques and emotion management for students with special learning needs, legal seminar for school and sharing of staff after their completion of professional training courses will also be held.

Others

Singapore Study Tour, Sister School Scheme, 61st Schools Dance Festival Competition Chinese dance and Oriental dance (Highly Commended Award), 76th Hong Kong Schools Speech Festival (Chinese & English) Champion, 1st Runner-Up & 2nd Runner-Up; HK Inter-Area Primary Schools Swimming Competition (KLN East) 50m Free style, 1st 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
Ms. Fan Wai Ling Eileen	Ms. Chow Mei Chun	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	Our Chinese motto is abstracted from the Confucian classic, The Great Learning and it refers to intellectual and moral enrichment of human lives.	1959	Chinese	School Bus	About 7253 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
Kwun Tong Govt Secondary School, Homantin Govt Secondary School, Kwun Tong Kung Lok Govt Secondary School, Jockey Club Govt 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
-	-	\$30	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
30	2	1	1	Podium, Green Belt, Reading Corners.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
E-learning Centre Lab, i-Tech Lab, Music Room, Visual Art Room, Multi-purpose Room, Activity Room, English Reading Room, Student Counselling Room.				Accessible lift and Accessible toilet.

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

Number of teaching posts in the approved establishment			55	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%	28%	74%	4%	9%	87%

### 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.								
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					No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	School adopts multi-assessments in various aspects to assess students' performance such as formative assessment (P.1-P.6), tests and examinations (P.2-P.6), observation and 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	Classes are streamed to cater for students' learning ability and personal growth.				

### School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:15 AM	3:15 PM	12:35 PM - 1:35 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Guidance lessons, development programmes for personal growth, extra-curricular activities, remedial groups for students' personal growth and well-being, Bright Smiles Mobile Classroom and health workshops for parents.				

Life-wide Learning

Multi-intelligence classes, P.3 integrated performing Art curriculum, creative science group, Mathematics group and etc.  
School teams: athletics, football, basketball, rhythmic gymnastics, Chinese dance, choir, English drama, etc.  
After-school activities: visual art, Chinese calligraphy, Cambridge English, mini-tennis and etc.

School Mission

- 1. We are committed to providing quality education to cater for individual needs.
- 2. We develop our students' potential to the full and inspire them with interest in lifelong learning.
- 3. We develop students' positive attitude and values in order to achieve whole-person education and enable them to become good citizens.

School Characteristics

School Management
<b>School Management Organisation:</b> School Management Committee including representatives from EDB, parents and teachers.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> Our School Management Committee was established in 2008. The Committee members consist of the chairperson (representative from EDB), the principal (ex-officio member), two teacher representatives (elected), two parent representatives (elected) and two community representatives.
<b>School Green Policy:</b> Various activities are held to promote green school life, collection of recycled paper and adoption of reusable lunch boxes.
<b>School's Major Concerns:</b> 1. Enhancing positive cultures, promoting a healthy campus, and cultivating students' healthy physical and mental development. 2. Enriching students' learning experience, and facilitating life-wide learning, nurturing students to become positive and proactive learners.
Learning and Teaching Plan
<b>Learning &amp; Teaching Strategies:</b> 1. Chinese: Promoting students' reading, writing and thinking skills through Literacy and Children Literature programme, Creative Thinking Led Reading Programme and Process Writing Programme. 2. English: Developing students' English skills and interests by implementing various schemes including 'Primary Literacy Programme-Reading and Writing (PLP-RW)' in P.1-P.2, NET Teacher Scheme (P.1-P.3), School-based Writing Curriculum (P.1-6) and Guided Reading and Home Reading Schemes (P.3-P.6). 3. Mathematics: Encouraging students to improve their critical-thinking skills and to apply Mathematical skills to their daily lives, promoting the reading of books about Mathematics, and arousing students' interest in learning Mathematics by implementing fun activities during the learning process.
<b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b> Strengthening values education (including life education, national education and national security education); making good use of learning time and creating space to promote a balanced physical and mental development; enriching life-wide learning experiences and promoting whole-person development; better catering for learner diversity; reinforcing, STEAM education, and nurturing students' media and information literacy; strengthening cross-curricular learning and reading across the curriculum for developing lifelong learning capabilities; and enhancing assessment literacy for promoting learning and teaching effectiveness.
<b>Development of Generic Skills:</b> Students' nine generic skills are developed and cultivated through cross-curricular co-ordination and project learning.
<b>Cultivation of Proper Values, Attitudes and Behaviours:</b> Our school adopts whole-person approach to foster students' positive values and attitudes, i.e. "Responsibility", "Care and Respect for Others", "Integrity", "Perseverance" and "Commitment" as the educational direction of moral education. Through a school-based moral education curriculum, we provide students with the holistic learning experience such as assemblies, class activities and whole school activities to facilitate their whole-person development.
Student Support
<b>Whole School Approach to Catering for Learner Diversity:</b> Various school-based programmes are implemented to cater for learner diversity. They include After-school Learning and Support Programme, Small-group Training, tutorial services, Individual Education Plan and Peer Support Programme. In addition, personal growth and adjustment programmes such as Personal Development Groups and Big Brother and Big Sister Mentorship Programme are also carried out to support students' personal development and learning.
<b>Whole School Approach to Integrated Education:</b> With the subsidy from the Education Bureau, we adopt the Whole School Approach to Integrated Education. We take specific measures such as teaching adaptation and assessment accommodation to cater for the needs of students with special educational needs, who are assessed by the school-based educational psychologist and school-based speech therapist.
<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; and organising activities to create an inclusive learning environment in the school.
<b>Curriculum Tailoring and Adaptation:</b> Our school curriculum is designed and tailored according to students' ability. Graded worksheets are designed to cater for learner diversity in major subjects. Besides, various extra-curricular activities and learning groups are organised to enhance students' learning skills.
Home-School Co-operation and School Ethos
<b>Home-School Co-operation:</b> To strengthen home-school cooperation, we have organized a variety of activities such as Parent-child Activities, Parents' Day, Parent workshops and Parent-child Education Programmes. We also issue Parent Educational information and organize Parent Volunteer Team to support different school functions.
<b>School Ethos:</b> Good personality and sentiment such as self-discipline and friendliness are cultivated to create a pleasant and harmonious school culture through a series of development program, such as Understanding Adolescent Project, 'Six Arts Award Scheme', class spirit promotion project.
Future Development
<b>School Development Plan:</b> 1. Enhancing positive cultures, promoting a healthy campus, and cultivating students' healthy physical and mental development. 2. Enriching students' learning experience, and facilitating life-wide learning, nurturing students to become positive and proactive learners.
<b>Teacher Professional Training &amp; Development:</b> In order to enhance their professional development, teachers participate in a wide range of training courses, especially teaching pedagogy and personal growth.
Others
1. Josephine WS Chan Student Development Fund 2. Cross-boundary learning activities and exchange activities are held each year to enrich students' learning experiences and broaden their horizons.





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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Rev. Wong Wai Sheung Sally	Ms. Leung Lai Ki	Established	Aided Whole Day	Co-ed	Protestantism / Christianity
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Methodist Church, Hong Kong	Seek the truth with diligence, demonstrate God's love to the universe	1996	Chinese	School Bus; Nanny van	About 7210 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
-	-	-	\$450 (Scholarship, student activities, e-learning, school facilities etc.)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	1	2	1	Integrated Educational Learning Room, Self-learning Centre, Counseling Room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
1 Computer Room (InnoSpace), 1 Innovation Learning Center, 2 Music Rooms, Dancing Room, Campus TV Station, English Activity Room, Visual Arts Room, General Studies Room (XSpace), Speech Therapy Room, Multi-purpose 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			56	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%	41%	65%	7%	27%	66%

Class Structure

				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year				No. of classes	5	5	5	5	5	30
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	5	5	5	5	5	30
Mode of teaching at different levels		1. Cultivate students' qualities of curiosity, inquisitiveness, critical thinking, and sharing through experiential learning. 2. By providing life education, we can nurture students' growth, stimulate their potential, and instill confidence in them.								
Remarks		Medium of Instruction: Chinese Language (Putonghua), English Language (English), Other Subjects (Cantonese).								

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	1. Assessments for collecting evidence of student learning in various aspects including the learning process and learning outcomes. 2. Formative Assessment of different subjects is used to assess learning and adjust 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	P.1-2: evenly distributed throughout 5 classes. P.3-6: students are streamed into different classes according to their overall academic results with high ranking students being streamed into 2 elite classes and the rest of the students evenly distributed to the remaining 3 classes.						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:25 AM	3:30 PM	12:50 PM - 1:45 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. The school fully supports students to participate in school fitness programme and the SPORT ACT programme. 2. The quality of meals provided by the lunch supplier is monitored by the school and members of the Parent-Teacher Association on a regular basis.		Developing students' healthy eating and living habits is one of our school's concerns. We help students understand the importance of healthy diets through meaningful activities such as Joyful Fruit Month, voluntary service for the community.		



Life-wide Learning

Our school aims at involving all students in "One student One Sport and Art Programme". We provide more than 30 different academic and art classes that cover musical, sports and academic aspects for students. Qualified instructors are invited to teach in various multi-intelligent classes. Study tours and cross-boundary visits are also the students' learning experiences. Enable students to broaden their horizons and achieve holistic development.

School Mission

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

School Characteristics

School Management

School Management Organisation:

- 1. In order to provide effective governance and objective advice, the school board is made up of members from different occupations.
- 2. The school administrative body is made up of members from the school and the school principal to promote effective development of the school.

Incorporated Management Committee / School Management Committee / Management Committee:

Our school has established the Incorporated Management Committee, comprising representatives of the sponsoring body, teacher representatives, parent representatives, independent members and alumni manager.

School Green Policy:

Promote energy-saving, fee-reduction and renewable energy projects.

School's Major Concerns:

- 1. Enriching students' learning experiences, cultivating students' fondness of learning.
- 2. Manifesting students' individual potential to the fullest, building a caring school atmosphere.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. Enriching students' learning experience, broadening their horizons and arouse students' learning interests so that they can acquire knowledge, skills, proper attitude of different domains through diversified learning activities.
- 2. Enhancing students' language proficiency through cultivating good reading habits, strengthen the school-based English curriculum and using Putonghua as the medium of instruction for the Chinese subject.
- 3. Promoting cross-curricular learning to cultivate students' inquisitive and innovative spirit and integrated learning ability.
- 4. Involving all students in 'One student One Sport and Art Programme' through developing art education, drama in education gifted education, cross-boundary visits and multi-intelligent classes to unlock student's potential.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. Through the use of a rotating weekly schedule, cross-curricular activities and theme-based learning days can be incorporated, leading to a more comprehensive and enriching learning experience for students.
- 2. Implementing the BYOD e-learning program fosters the fundamental elements of self-directed learning.
- 3. Expanding STEAM education, establishing a science and technology school-based curriculum and strengthening the ability to integrate and apply knowledge and skills.

Development of Generic Skills:

- 1. Good Reading habit
- 2. Biliteracy and Trilingualism
- 3. Math and information technology ability
- 4. Project learning
- 5. One Student one Sport and Art programme

Cultivation of Proper Values, Attitudes and Behaviours:

- 1. The school provides a quality all-round liberal education based on Christian principles and foster Christian Life Education.
- 2. The school develops a Christian life Education Curriculum to cultivate students' ability to understand self-management and self-learning and establish a positive attitude towards life.
- 3. Through school-based programmes, themed activities of life education at all levels are carried out to enable students to understand the meaning of life, experience the value of life, live out the true meaning of life and practice the love of Christ.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1. Pupils are assigned to different classes according to their academic performance. Remedial support, integrated and gifted education are provided.
- 2. Pupil's diverse needs are catered for through enhancement of curriculum, practical learning, and proper assessment.
- 3. The proper course is provided to individual students according to their strengths.

Whole School Approach to Integrated Education:

Organize a student support team, with vice principals, school-based educational psychologists, Special Educational Needs Coordinator, Special Educational Needs Support Teachers and teacher liaison representatives. Students participate in various training courses and group activities on a campus with an inclusive culture. A constant communication mechanism is established between our school and parents, and strategies for supporting students are regularly discussed and reviewed.

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

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

Curriculum Tailoring and Adaptation:

- 1. Curriculum adaptations are carried out when necessary.
- 2. Assignments and assessment adaptation policy are used on students with learning difficulties.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The Parent-Teacher Association of our school is greatly supported by the parents. Students' parents actively participate as parent helpers and they also take part in many of our school activities to enhance students' learning.

School Ethos:

- 1. Actively promote life education and cultivate healthy body and mind of students.
- 2. Promote positive education, inspire students with different potentials, and live a flourishing life.
- 3. Provide a quality all-round liberal education based on Christian Principles, and encourage students to love our God, people and the community.
- 4. Establish a learning platform to affirm students' growth potential and encourage them to pursue their dreams.

Future Development

School Development Plan:

- 1. "Cultivate students' life skills and strengthen values education."
- 2. "Encourage cross-curricular reading and enhance students' bilingual and trilingual abilities."
- 3. "Implement experiential learning to enrich students' all-round learning experiences."
- 4. "Design cross-curricular theme-based learning activities to foster students' self-directed learning."
- 5. "Promote STEAM education to enhance students' ability to integrate and apply knowledge and skills."
- 6. "Implement the BYOD e-learning program to enhance students' media and information literacy."

Teacher Professional Training & Development:

Training and workshops are provided for teachers according to the school concerns of the year and teachers' needs.

Others

- The Greater Bay Area STEAM Excellence Award 2024, Top 10 STEAM Teacher, Top 10 STEAM School
- High-Five Student Engagement Award 2022
- Hong Kong University International Outstanding e-Learning Awards 2021
- "Caring Team" award in the "A Healthy Harmonious and Caring Campus Award Scheme 2017"
- Caring School Award Scheme: Outstanding Caring School for Caring Teaching Team 2012
- Hong Kong School Drama Festival 2008, 2010 & 2011 Outstanding Actor, Outstanding Actress, Outstanding Cooperation, Outstanding Director, Outstanding Script, Outstanding Stage Effects, Adjudicator's Award, Commendable Overall Performance
- Chief Executive's Award for Teaching Excellence 2006 (Mathematics Education)
- Chief Executive's Award for Teaching Excellence 2004 (Chinese Language Education)



## School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Dr. Chau, Kai Ming Joseph	Ms. Yau Bo Ki Joanne	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	Seeking Knowledge Exemplifying Virtue	1968	Chinese (incl.: Putonghua) and English	School Bus	About 9000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-				Yes	
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

## 2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$20	\$300 Annual	-

## School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	AI Lab, STEAM Lab, Herbal Garden, Organic Farm, Campus TV, LED Wall Displays and Interactive Display Boards (school hall, cover playground, 1/F, classrooms).
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Music Room, Visual Arts Room, Computer Room, Language Room, Student Activity Room, Remedial Teaching Rooms, Prayer Room, Speech Therapy Room and the Canteen.				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				46	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%	39%	50%	24%	22%	54%	

## Class Structure

				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year				No. of classes	4	4	4	4	4	24
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	4	4	4	4	4	24
Mode of teaching at different levels		The Chinese language is taught in Cantonese in P.1. Classes in Putonghua or Cantonese are available from P.2 onwards. The Chinese and English curriculums move from reading to writing. In order to enhance their writing and speaking abilities, we integrate STEAM and AI into many subjects at our schools in order to maximize students' IT competencies and promote self-directed learning.								
Remarks		Our school is well-prepared for the implementation of gifted education. We strive to develop students' creativity, problem-solving, and critical thinking skills. Through the whole-school approach, we cultivate a caring and harmonic learning atmosphere, which leads to active engagement and academic achievement.								

## Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		2	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		0	Number of exam(s) per year (P2 to P6 only)		3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	Students' abilities in Chinese and English are assessed through reading, writing, listening, and speaking. Each subject employs diverse assessment modes, such as formative assessments, cross-curricular learning, projects, creative writing, fun dictation, and online assessments, establishing the culture of student self-assessment, peer assessment, 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							Yes
Streaming arrangement	Mixed ability classes from P.1-P.3; starting the division into Elite Class from P.4 to P.6.						

## School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	10	30 mins	8:00 AM	3:20 PM	12:55 PM - 1:55 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and Students are required to have their lunch at school.	We are committed to positive life education and mental health culture on campus, creating a trusting and caring environment. Our school promotes the A+ Values Education Program, featuring Catholic education. Additionally, we participate in the Education Bureau's '4Rs Mental Health Charter' to help students establish healthy lifestyle for their physical and mental well-being from an early age.		Bridging Courses are provided for P.1 students to maintain a smooth transition from kindergarten to primary. There are tutorial classes from Mondays to Thursdays.		

Life-wide Learning

In line with the holistic education philosophy and to cater to the diverse potential of students' multiple intelligences, we offer a wide range of extracurricular activities, approximately 50 activity groups: English drama, Cantonese opera, martial arts (Nanquan), break dance, skateboarding, brass band, choir, STEAM courses, financial education, uniformed groups and newly emerged sports such as kin-ball

School Mission

Following the vision of Catholic Schools, our school strives to provide a whole-person education that nurtures well-rounded individuals. Guided by the spirit of Christ, we prioritize love as a fundamental principle in education, instilling in our students a compassionate heart, care for others, and concern for society. Our goal is to cultivate responsible citizens who can positively contribute to their communities.

School Characteristics

School Management

**School Management Organisation:**  
Administration Team, Function Teams and Curriculum Teams to formulate school policies and development plans and implement Catholic education. The Parent-Teacher Association and the Alumni Association support the development and daily operation of the school and provide advice on the development of the school.

**Incorporated Management Committee / School Management Committee / Management Committee:**  
The Incorporated Management Committee of Lok Wah Catholic Primary School was established on 1 March 2014. The committee members included nine nominees from The Catholic Diocese of Hong Kong, one independent committee member, two teacher representatives, two parent representatives, one representative from the School Alumni Association, and our school head. All of us will work together to enhance our school management.

**School Green Policy:**  
Our school is committed to creating a healthy and sustainable learning environment. We have established the Environmental Protection Ambassadors to promote eco-friendly activities on campus.

**School's Major Concerns:**  
Divine Inspiration Digital Innovation

Learning and Teaching Plan

**Learning & Teaching Strategies:**  
1. Promote gifted and STEAM education to cultivate students' multiple intelligences and computational thinking.  
2. Bring in professional support to develop a high-quality school-based curriculum in the following subjects:  
- Chinese: Enhance learning through augmented reality (Faculty of Education, HKU)  
- English: Implement the CEO 1.0 & 2.0 Reading Programmes  
- Mathematics: Utilize programming and cognitive tools to enhance learning, self-directed learning, and computational thinking (QEF)  
- Join JC Project MuSE as the first two pilot schools to collaborate with a variety of organizations including Hong Kong Jockey Club Charities Trust, SF & OC Sports Legacy Company Limited, Hong Kong Baptist University, The Education University of Hong Kong, and Hong Kong Philharmonic Orchestra.  
- Science: Jockey Club Exploration Science Pilot Program  
- Information Technology: One of the two leading schools in the Guangdong-Hong Kong-Macao Greater Bay Area Innovative Technology Education Teachers Association.

**Development of Major Renewed Emphases of the Primary Education Curriculum:**  
1. Make good use of flexible lesson time: Set up tutorial classes for homework time; Establish school-based 'Recharge Station' in the afternoon to enrich students diverse learning experiences and promoting a balanced development;  
2. Reduce the number of tests and exams: from 2 tests and 2 exams to 3 exams;  
3. There will be only two exams throughout the year to help Primary 1 students adapt to the new learning environment.  
4. Introduce 'Fun Dictation' to encourage self-study. Award bonus marks for extra vocabulary on a given theme.

**Development of Generic Skills:**  
We reinforce interactive group learning and a cooperative approach which help students build on their collaborative and critical thinking skills. Through 'Language-rich teaching', leadership training programmes and other ambassador programmes, we cultivate students' nine generic skills, especially focusing on communication, problem-solving, critical thinking, and self-management skills.

**Cultivation of Proper Values, Attitudes and Behaviours:**  
1. Through religious, moral, civic, national, and national security education, we actively foster a positive, harmonious, and caring campus atmosphere. We encourage students to take initiative, become responsible and diligent learners, and be good citizens.  
2. Implementing school-based financial education.

Student Support

**Whole School Approach to Catering for Learner Diversity:**  
The school promotes gifted education by offering the "Learn with FUN" enrichment and remedial courses, as well as homework adjustments.

**Whole School Approach to Integrated Education:**  
1. The Student Support Team is responsible for formulating strategies to cater for student diversity and students' different learning needs by adopting Whole School Approach and 3-Tier Intervention Model.  
2. Provide appropriate school-based guidance support to students by collaborating with school-based educational psychologist, school-based speech therapist, occupational therapeutic service and external organisations.  
3. We strive to establish a caring campus for our kids which involves the whole school teaching staff participation. In order to cater for students with special educational needs, our school has introduced varied strategies, e.g. Collaborative Learning.

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

**Curriculum Tailoring and Adaptation:**  
Gifted Education Programmes, Physical and Arts Education projects are given to talented students to help them reach their full potential.

Home-School Co-operation and School Ethos

**Home-School Co-operation:**  
All parents are basic members. Hold regular 'PTA Morning' to strengthen home-school communication; Organise parent-child activities, parent seminars and interest classes. Set up a parent volunteer team to create a good and pleasant learning environment with the school and promote home-school communication and co-operation.

**School Ethos:**  
Actively establish a harmonious and caring campus. Encourage students to be proactive and conscientious students. Cultivate students' sense of responsibility through leadership training programmes. Assist students in their whole-person development through religious cultivation, moral and civic education, national education, national security activities, bridging courses, and school-based counselling activities.

Future Development

**School Development Plan:**  
1. Introduce multi-intelligence lessons and a whole school gifted education curriculum to develop students' potential in different aspects.  
2. Implement small class teaching to cater to learning diversity to foster students' learning abilities and self-learning skills.  
3. Optimise the teaching resources and strategies to enhance the effectiveness of teaching and learning.  
4. Create a caring learning environment to foster the students' positive moral values.  
5. Widen students' horizons and encourage experience different cultures and customs through varied exchange programmes.  
6. Establish a comprehensive appraisal system to enhance teachers' professional development.

**Teacher Professional Training & Development:**  
1. Co-plan meetings, lesson observations and lesson demonstrations are carried out regularly to provide opportunities for teachers to learn from one another with mutual benefits and simultaneously enhance teaching and learning effectiveness.  
2. A self-evaluation conference is launched once a year to review the strengths of our school and future development to strive for excellence.

Others

Student has received multiple honors in various competitions, including awards from the 76th Hong Kong Schools Speech Festival, Chinese writing competition, Mathematics Rummikub Contest, and the Inter-school Cantonese Opera Singing Competition.



# 樂善堂楊仲明學校 L.S.T. Yeung Chung Ming Primary School

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POA School Net No.

## School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Leung Siu On Clifford	Mr. Siu Tsz Leung	Established	Aided Whole Day	Co-ed	Not Applicable
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Lok Sin Tong Benevolent Society Kowloon	Benevolence, Affection, Diligence, Faithfulness	1985	Chinese (incl.: Putonghua) and English	School Bus	About 4000 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
Lok Sin Tong Wong Chung Ming 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	Charges for non-standard items \$400	-

## School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	Hall with LED screen, electronic blackboard, height-adjustable desks & chairs, school bag cabinets, covered playground with air-con, reading garden.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
STEAM Laboratory, National Education Information Center, Visual Art Room, Counselling Room, Integrated Activities Room, Music Room, English Room, Gym Room, Physical-artistic Recreational Trail, Aerospace Education Centre and Kimochis Room.				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				32	Total number of teachers in the school		38
Qualifications and professional training (%)				Years of Experience (%)			
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above	
100%	97%	26%	71%	31%	16%	53%	

## Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	2	1	2	3	4	3	15
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	2	2	1	2	3	4	14
Mode of teaching at different levels	We adopt small class teaching with a cooperative learning model.							
Remarks	-							

## Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		0	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		2	Number of exam(s) per year (P2 to P6 only)		2		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	Different modes of assessment including formative and summative assessments, lesson observation, group reports and project learning are employed to address the learning targets, content and learning processes. There are no tests or examinations for P.1 students. Formative Assessments are conducted by teachers during the learning process to monitor student 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	For Primary one to Primary three, classes are of mixed academic ability. For Primary four to Primary six, pupils are streamed according to their academic ability. P1-P6 Cantonese Chinese (some P4-P6 classes in Mandarin Chinese)						

## 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	35 mins	8:10 AM	4:00 PM	1:00 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Personal hygiene and good eating habits are developed. Lunch boxes are chosen to be hygienic and enriched with nutrients. Health information and different kinds of programmes are provided to help develop healthy life.		Our school provides a variety of extra-curricular activities /OLE after school on weekdays and Saturdays morning. At recess and lunch break, there are various fun activities focusing on improving physical fitness, STEAM & reading abilities. Besides, there are after school care-taking and homework guiding classes until 7:00 p.m. and 2 rounds of school bus services (at 4/5 o'clock) for pupils in need from Mon to Fri.		

Life-wide Learning

Our school arranges Multiple Intelligence lessons on Fridays and coordinates various after-school learning programmes every school day and Saturday morning. Thereby, we nurture our students for their verbal-linguistic, logical-mathematical, interpersonal, musical-rhythmic and other competence. Activities include Chinese and English recitation, Cambridge English, Creative Arts, Maths Olympiad, Kungfu and Lion Dance, Chinese Dance, Basketball, Volleyball (Girls), Volleyball (Boys), Dodgebee, Athletics Team, STEAM and RoboMaster, Aerospace Course etc.

School Mission

Based on Benevolence, Affection, Diligence and Faithfulness, we educate our students to practice passionately. They embrace the five aspects of education - morality, intelligence, physique, sociability, and aesthetics as outlined in our curriculum. It enables our students to be the earnest, studious and responsible new generation.

School Characteristics

School Management

School Management Organisation:

Our school is managed by an Incorporated Management Committee. The administration of school affairs is under the supervision of the principal and school administration team.

Incorporated Management Committee / School Management Committee / Management Committee:

Our school has established the Incorporated Management Committee, comprising school sponsoring body managers, school principal, teacher manager, parent manager, independent manager and alumni manager.

School Green Policy:

Our school places strong emphasis on Green Policy. We raise students' awareness of protecting the environment through lessons, visits, talks, etc. In our school, we installed the solar panels, organic garden and organise the Green club so that students can learn how to make good use of natural resources and take care of plants.

School's Major Concerns:

- 1. Develop caring and diverse support policies to create a joyful and healthy campus learning environment.
- 2. Foster a campus and home environment filled with a sense of happiness.

Learning and Teaching Plan

Learning & Teaching Strategies:

We emphasize the development of students' generic skills and self directed learning skills and enhance students' effectiveness of study via a variety of learning experiences in school or outside school and Hong Kong. We strive to develop school-based curriculum and cater learners' learning diversity. The following are important elements in our lesson: good blackboard management, teacher-pupils and peers interaction, and e-learning, etc.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Emphases include: values education, national education and national security education, better catering for learner diversity

Development of Generic Skills:

Enhance students' generic skills through e-learning, various sports and arts development programmes.

Cultivation of Proper Values, Attitudes and Behaviours:

Our School actively promotes positive education. A culture to appreciate things with a positive attitude is also nurtured. Besides cultivating our pupils the following six school-based character pillars/qualities (kindness, diligence, sincerity, appreciation, self-discipline and thanksgiving), we also enhance our kids the following attitudes: diligence, unity, filial piety and the sense of national identity.

Student Support

Whole School Approach to Catering for Learner Diversity:

We design school-based programmes for students with different learning needs. We provide foundation and enhancement classes. Furthermore, our school utilizes subsidies from school-based, After School Care Service Pilot Scheme and other community-based projects to provide diverse learning experiences and support to students.

Whole School Approach to Integrated Education:

Our school sets up a professional student support team and makes use of Learning Support Grant to provide Support Teacher, teaching assistants and hire of professional services to support the learning and development of students with special educational needs (SEN). We provide teaching adaptation and assessment accommodation, remedial learning classes, collaborative teaching and small group learning, training on developmental skills, Enhanced School-based Speech Therapy Service and individual education plan, Partnership Fund for the Disadvantaged (Tenth Round Dedicated Portion Application), 2025-26 After-school care classes for students with SEN, SEN physical education courses, etc. A sensory integration room is established for students in need. As for the parents of students with SEN, we support them with professional advices and Summary of Support for Student.

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

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

Curriculum Tailoring and Adaptation:

Our school actively takes part in EDB support programmes to optimize our learning and teaching effectiveness:

- (1) Key Stage 1 Primary Literacy Programme-Reading and Writing (PLPW/W);
- (2) Supporting Teachers to Promote Multicultural Students in Chinese Learning (Centre for Advancement of Chinese Language Education and Research);
- (3) Language Learning Support Section, Education Bureau Learning Community (LC) for English Language Teachers: Building a Smoother Interface between the Upper Primary and Junior Secondary Levels.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Parent Teacher Association (PTA) is dedicated to promote parents' education. Therefore we set up Parents Academy and provide a variety of workshops to enhance the communication and understanding with their children and aid them in handling difficulties encountered. Parent Volunteer Team has been set up to promote communication and co-operation between parents and the school. In addition, our school also focuses on family harmony and will organize diverse parent-child activities, such as parent-child Christmas parties, parent-child sports day, parent-child evening events , Family trips , parent-child English courses, parent-child art classes, lectures, and other activities to strengthen home-school cooperation and promote parent-child happiness.

School Ethos:

While participating in extra-curricular activities, such as talks in morning and weekly assembly, service-learning scheme, one-pupil-one-duty program, leader training scheme, cleaning-school and good discipline competitions, caring-school program and healthy school project, our students are nurtured with our six school-based character pillars: kindness, diligence, sincerity, appreciation, self-discipline, and thanksgiving. Through our 'Yeung's Star Reward Scheme', teachers and parents are supporting students to be more driven to set up their goals and strive for improvement.

Future Development

School Development Plan:

Strive to develop our school-based "Care & Support" characteristic and strength through the following policies and programs so that our pupils and their parents can have much more quality family bonding time:

- 1. extending the timetable to four o'clock, helping our pupils to finish their homework within the lessons and tutorials;
- 2. extending pupils' scope of learning and development using the extra time at school;
- 3. caring for the academic and developmental needs of our pupils and support their working parents;
- 4. providing free after school care service until seven o'clock for P.1 to P.6 pupils; and
- 5. Providing after school care and sports programs for SEN students.

Teacher Professional Training & Development:

Our school provides various professional trainings for teachers. We encourage our teachers to further develop their knowledge in various areas, focusing on the development of E-learning/teaching and STEAM education. Teachers are encouraged to join courses and learning circles held by EDB so as to strengthen one's professionalism. In addition, we also arrange our teachers to visit local and overseas schools. We hope our teachers' scope of teaching can be broadened by these types of training.

Others

Students actively participated in competitions and achieved outstanding results. Awards in this year: Kowloon East Area Inter-Primary Schools Volleyball Competition (Girls) Champions, (Boys) Runner-up. Kowloon East Area Inter-Primary Schools Athletic Competition Men's C Long Jump Champion, Men's A High Jump Runner-up, A Grade Award of Chinese Dance in Upper and Lower Primary Sections in The Schools Dance Festival, Kowloon East Area Inter-Primary Schools Basketball Competition (BOYS) Merit and Hong Kong Primary Schools Mathematics Olympiad Silver.



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POA School Net No.

### School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Chan Boon Teong	Ms. Yip Shuk Ting Ivy	Established	Aided Whole Day	Co-ed	Not Applicable
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Man Kiu Association Limited Hong Kong	To Cultivate One's Morality	1969	Chinese & English	Nanny van	About 3866 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
-			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Pledged School	

### 2025/2026 Annual School Charges

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

### School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	3	1	1	- E-library Corner - Mindfulness Corner - Golf Driving Range - Reading Corner - Nike Grind Playground
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
STEM Lab, Visual Arts Room, Music Room, English Room, Dancing Room, Campus TV, Remedial Teaching Room, Positive Hydroponic Farm, Kitchen, Hall.				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		50
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	98%	40%	65%	19%	23%	58%

### Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year		No. of classes	3	3	4	4	4	4	22
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)		No. of classes	2	3	3	4	4	4	20
Mode of teaching at different levels	1. Mixed-ethnicity classes. 2. Small class teaching and streaming learning groups based on students' learning diversities. 3. Cantonese as medium of instruction for the Chinese Language subject; English as medium of instruction for Maths and General Studies. 4. Regular curriculum includes Drama Education (P.1-2) and French/Korean (P.3-6).								
Remarks	1. Elite classes and Remedial classes. 2. After school Homework Tutorial classes.								

### 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)	1	Number of exam(s) per year (P2 to P6 only)	2		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies					Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders					Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	The school conducts diversified assessments for learning, including observation, speaking and listening skills, project learning and science investigation.				
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 mixed abilities.				

### School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	8	35 mins	7:50 AM	3:15 PM	12:20 PM - 1:15 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Picnic Day, House Games Day, PTA Outing, Learning Activity Day, Fruit Day, Health Talks, Sports Day, Fun Fair, Physical Fitness Award Scheme, Cultural Day, Christmas Party, Reading Day, Positive Life Education, Talent Show, etc.		Tutorial period from 2:25p.m.-3:15p.m every day. Students are guided while doing their homework. There are after school tutorial classes. We have extra-curricular activities every Friday. Students can join different activities which are provided by the school or contract instructors after school, e.g. musical instrument classes, dancing classes, Chinese lion dance and different sports.		

Life-wide Learning

Golf, Hip Hop, Flight simulation training, The Boys' Brigade, Cub Scout, Girl Guide, Red Cross, Korean, French, Chinese Dance, Ballet, Basketball, Soccer, Cricket, Skipping, Chinese Lion Dance, STEM, Video Production, Mathematical Olympiad, Rummikub, Environmental Ambassador, Drama, Magic, Viola, Violin, Djembe, Cooking, Sewing, Music Therapy, Computer Programming, Mini-snooker etc.

School Mission

Encourage students to "Learn what Morality is and Cultivate One's Moral Character", to promote an all-round personal development.

School Characteristics

School Management

School Management Organisation:

Incorporated School Management Committee was set up in 2009. The committee members come from the school sponsoring body, parents, teachers, as well as the Independent Manager and Alumni Manager.

Incorporated Management Committee / School Management Committee / Management Committee:

Supervisor: Mr. CHAN Boon-teong

School Green Policy:

Our students recycle paper, plastic bottles and leftover. An environmental protection angel (EPA) in each class responsible for environmental scheme so as to save resources. Our students also join the environmental ambassador scheme, they learn more about environmental protection by participating in talks, workshops and visits and promote the messages to all students at school.

School's Major Concerns:

1. To cultivate a healthy lifestyle to facilitate physical and mental development.2. To nurture students as lifelong learners.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. Teaching Language: English for Maths and General Studies, Cantonese for Chinese subjects.
- 2. Small class and small group teaching.
- 3. Electronic Teaching: Electronic white boards & iPads are provided for all the classes.
- 4. Specialized teaching: Chinese, English, Visual Arts, Music, Physical Education.
- 5. Inquiry Learning: Project learning, cross-curricula learning.
- 6. Drama & Other Languages: Drama Education & French/Korean classes.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. Cultivate Values: launch positive education award scheme and life education programme, and introduce core values of values education in morning assembly sharing sessions.
- 2. Create Space: optimise curriculum planning and timetable to include morning reading session and mindfulness practice before lessons, and tutorial session before dismissal to help students with their homework; arrange students to participate in e-learning as well as sports and experiential learning activities to facilitate balanced development.
- 3. Student-centred education: adopt different and diversified learning and teaching strategies, along with various supports and resources, to cater for students' personal interests and individual needs including "Other Learning Experiences" opportunities such as work experience activities, Cross Key Learning Areas activities such as Cultural Day, English Charity Sale and Project Learning, and adaptation of learning tasks.

Development of Generic Skills:

- 1. Cultivating the 9 generic skills.
- 2. Strengthening self-directed learning through e-Learning on tablets.
- 3. Promoting English and Putonghua abilities through various activities.

Cultivation of Proper Values, Attitudes and Behaviours:

- 1. Promote positive education, emphasize students' strengths through encouragement and appreciation.
- 2. Run the scheme of 24 character strengths and boost students' morale with cards of positive thinking.
- 3. We value Life Education.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1. Big Brothers and Big Sisters Scheme.
- 2. Chinese, English and Maths enhancements are provided through small-group teaching.
- 3. Understanding Adolescent Project is organized to enhance students' resilience in coping with changes.
- 4. Through the Early Identification Scheme, support is given to P.1 students with special educational needs.
- 5. Speech Therapy Training is provided for students with special needs in speech and language.
- 6. After School Homework Tutorial Classes are provided for selected needy students. Special examination arrangement, assessment accommodation and homework accommodation are provided for students with special educational needs.

Whole School Approach to Integrated Education:

- 1. Building up inclusive culture. All students are divided into 3 main Houses named Topaz, Sapphire, Garnet;
- 2. Set up a student support team;
- 3. Academic low achievers are provided with remedial lessons;
- 4. Big Brothers and Sisters Paired Reading scheme are provided for junior classes.

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. Students can hear the right pronunciation at home by using the audio pen on the workbooks and dictation notes that recorded by teachers. Chinese foundation classes, After School Homework Support Classes and Chinese Summer Courses. Big Brothers and Sisters Paired Reading Scheme.

Curriculum Tailoring and Adaptation:

- 1. Adapting local English curriculum and adopting EDB Space Town Read and Write curriculum for junior classes.
- 2. Developing School-based Chinese language curriculum for senior NCS classes.
- 3. Adapting P.1 G.S. and P.E. curriculum.

Home-School Co-operation and School Ethos

Home-School Co-operation:

It has been proven that the quality of our children's conduct and academic performance will be enhanced when parents and teachers work in partnership. Therefore, we organise different events to enhance the connections between parents and teachers through PTA including seminars, talks and group learning.

School Ethos:

Our students are pleasant in character as the school focuses on developing students' attitude of respecting, appreciating and caring for others. Teacher-student relationship is positive which nurtures students' caring personality. Moral education and Positive Education are conducted in all aspects at school. This includes morning assemblies, weekly moral education lessons and all kinds of seminars as well as in structural and hidden curriculum. Students enjoy their learning in school.

Future Development

School Development Plan:

- 1. We promote internationalization of education in subsidized schools. Broaden students' horizons.
- 2. Cultivate positive attitude on school campus.

Teacher Professional Training & Development:

- 1. Overseas training for teachers: Australia, Finland, China, Korea etc.
- 2. Teachers attended training held by EDB or other organizations to catch up the latest trends of curriculum reform and putting into practice.
- 3. School based teachers' learning circles as training of higher order thinking in teaching.

Others

- 1. Awards of Moral Education in 2017 & 2018; Award for Arts Education in Schools 2021 & 2024; Caring School Award for consecutive years; Visual Arts Teacher Commendation Scheme 2022-Award for Excellence Performance.
- 2. Students granted honours & awards in academics, art and sports.
- 3. Scholarship for students excelled in various fields.





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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. Fung Che Ho	Mr. Lam Kin Clarence	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					60%
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	God's love transforms our lives.	1961	Chinese (incl.: Putonghua)	School Bus	About 4000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-				Yes	
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$20	\$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	Flag Tower, Climbing Wall, e-PE Facilities, Green Corner, Maker's Lab (Under Construction).
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Visual Art Room, Music Room, Dancing Room, Distance Learning classroom, Counselling Room, Computer Room, Prayer Room, English Room, Medical Room, Chinese Culture Room, Snooker Activity 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				42		Total number of teachers in the school		44	
Qualifications and professional training (%)				Years of Experience (%)					
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above		Special Education Training	0 - 4 years		5 - 9 years		10 years or above
100%	100%	28%		68%	20%		12%		68%

Class Structure

				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year				No. of classes	2	3	4	4	4	21
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	2	2	3	4	4	19
Mode of teaching at different levels		Small class teaching is implemented at P.1, P.2, P.3, P.4, P.5 and 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							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	1. No examination in the 1st term for P.1 students 2. There are formative assessments for P.1 to P.6 students in order to facilitate learning in each academic year.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	No streaming among P.1 to P.3. P.4 to P.6 are streamed according to academic performance and student 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	8	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.	Positioned as a sport school in the district, students are encouraged to exercise regularly before the Morning Assembly or during the recess time. Students are allowed to join various sports activities, so as to promote healthy lifestyles. Additional PE lessons are provided to P.1 and P.2 students every Saturday.		Moral Education Assemblies, Morning Reading Periods and Multi-Intelligent Activities are arranged on Fridays. There are many Extra-Curricular Activities and different Interest Classes after school.		

Life-wide Learning

- 1. We have reading sessions, pastoral sessions and moral education sessions during morning assembly. We also have Personal Growth Lessons and extra-curricular activities every week.
- 2. Pupils can attend interest classes (Paid) or school team training after school.
- 3. P.4-P.6 can join study tours to China and other overseas countries.
- 4. P.4-P.6 can also join local pilgrimage tour, growth camp and graduation camps.
- 5. We also organize Swimming Gala, Sports Day and Cross-curricular Project Learning for all grades.
- 6. All grades can enrich their learning through talks and visits.

School Mission

Following the school motto and the spirit of Christ, the School aims to provide students the best learning environment to experience the joy of being loved and to love, to develop positive values towards themselves and to develop their full potential.

School Characteristics

School Management

School Management Organisation:

Our School Sponsoring Body is the Catholic Diocese of Hong Kong. Under the IMC, the Supervisor, the Principal and the Vice-principals lead the major areas of administrative work at school including "Management and Organization", "Learning and Teaching", "Student Support and School Ethos". The sustainable development of the school is enhanced by the joint effort of the IMC, the administrative team and the teachers.

Incorporated Management Committee / School Management Committee / Management Committee:

Our IMC was established on 1st April 2015. The composition is as follows: eight sponsoring body managers, one independent manager, two teacher managers, two parent managers, one alumni manager and the principal. Different stakeholders will work collaboratively to enhance the school-based management.

School Green Policy:

Green practices are adopted in school management and school life. Staff and pupils make an effort in saving energy and resources. Green education and green campus are promoted.

School's Major Concerns:

- 1. Create a physically, mentally and spiritually health campus.
- 2. Continuously optimize teaching and learning to enhance students' interest and efficiency in learning.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. Small class teaching is conducted.
- 2. Life-wide learning experiences are provided.
- 3. Outdoors educational visits and study tours outside H.K. are organized.
- 4. Language-rich environment is promoted.
- 5. Enriched P.E. programmes are conducted at different grades: P.1: Gymnastics; P.2: Swimming and snooker; P.3: Football and Fencing; P.4; Tennis; P.5: Non-collision Rugby; P.6: Rock Climbing; P.1-6: E-P.E. lessons.
- 6. Moral education, ethics and religious Education is promoted.
- 7. Science exploration and e-learning are promoted. Cross-curricular Learning and STEAM Week are scheduled.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Cultivate students' interests in reading through Reading across the curriculum.

Development of Generic Skills:

Pupils' generic skills are enhanced through their participation in specific learning tasks.

Cultivation of Proper Values, Attitudes and Behaviours:

- 1. Promote the core values of Catholic Education (life, family, charity, righteousness and truth) and help pupils cultivate their character strengths and build a positive life. Help pupils understand the virtues and character strengths described in positive psychology systematically through faith cultivation, moral education and personal growth programs. Help pupils consolidate what they have learned, reflect on what they have learned and live out what they have learned through specially designed guidance activities.
- 2. Promote National Security Education and Values Education through nurturing in students the twelve priority values and attitudes: 'Perseverance', 'Respect for others', 'Responsibility', 'National identity', 'Commitment', 'Integrity', 'Benevolence', 'Law-abidingness', 'Empathy', 'Diligence', 'Unity' and 'Filial Piety'.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1. After-school homework tutorial classes are provided.
- 2. Enrichment classes and remedial classes are provided to cater for students' diversity.
- 3. Skills enhancement courses such as communication skills groups and attention skills group are provided.
- 4. Professionals are invited to deliver seminars for teachers, and parents and students.

Whole School Approach to Integrated Education:

- 1. School-based educational psychologist, school-based speech therapist and stationed social worker provide suitable support in accordance with different students' needs.
- 2. Implemented The Three-Tier Intervention Model of Whole School Approach.
- 3. Implemented Early Identification and Intervention Programme for P.1 Students with Learning Difficulties.

Curriculum Tailoring and Adaptation:

- 1. Adaptation in teaching, assignments and assessment to cater students' needs.
- 2. Regular curriculum co-planning sessions are held to improve the quality of instruction for children and tackle with learning difficulties.
- 3. Applied different teaching strategies such as cooperative learning and multi-sensory teaching.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Our school encourages close communication between school and parents. Parent education is promoted. Harmonious relationship is observed among parents, teachers and pupils. Apart from organizing a wide variety of activities (e.g. picnic and Christmas party), our PTA also participates actively in various school activities and functions, including Parent Helpers Scheme (e.g. helping P.1 students at lunchtime and fee collection).

School Ethos:

We provide a caring environment to cultivate the spiritual and moral development of children. We also organize a wide variety of service-oriented learning activities to foster students' sense of responsibility to the community. We help pupils to self-actualize, Pupils have a strong sense of belonging to the school and participate actively in school activities.

Future Development

School Development Plan:

- 1. To build a sports and arts campus: Nourishing pupils' sports and artistic potential as well as enriching their learning experiences through providing them school-based P.E. and arts curriculum, featured activities and a stimulated campus environment.
- 2. To build a science and technology campus: Developing pupils' creative thinking and computational thinking as well as cultivating pupils' innovative spirit and innovation ability through involving them in hands-on STEM activities and e-learning.
- 3. To build a reading campus: Helping pupils learn to read, enjoy reading as well as seek knowledge, understanding and success from reading through providing multiple reading opportunities such as reward schemes, book sharing and cross-curricular reading.

Teacher Professional Training & Development:

Continue to extend the professionalism of teachers by working with EDB and universities to develop school-based curriculum and small class teaching strategies.

Others

- 1. Every year, the football team, swimming team and dance team have won numerous awards in regional and territory-wide competitions;
- 2. Our Flag Raising Team has excellent performance in JPC and AHKF competitions;
- 3. Our I.T.KIDS has represented Hong Kong to join various international events and excelled themselves in various competition.



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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. Thomas Terrance	Ms. Yeung Mei Ka Sandy	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					71%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Catholic Diocese of Hong Kong	Realize the truth, Strive to be kind	1971	Chinese (incl.: Putonghua)	School Bus	About 6200 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$30 (annual each family)	\$350	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	3	1	1	Eco-garden, Mount Mary, Religious Garden, Chapel, Exhibition Area of Visual Art works, Chinese Cultural Lounge, Mental Health Pavilion, etc.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Interactive e-classrooms, STEM MAKERSPACE, Ecological Learning Centre, school canteen, Multi-purpose Room, Visual Arts room, Music 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			47	Total number of teachers in the school		50
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	30%	46%	20%	20%	60%

Class Structure

				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year				No. of classes	2	3	4	5	5	24
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	1	2	3	4	5	20
Mode of teaching at different levels		Throughout the teaching of Primary 1 to 6 students, inquiry-based approach and cooperative learning strategies are adopted to enhance students' learning interest and effectiveness.								
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	In addition to paper-and-pencil, speaking as well as listening assessments, students' classroom performance is included as part of the assessment for every subject. Diversified learning and teaching strategies are utilised to encourage and promote students' active engagement and incentives in learning.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	P.1-P.6 Mixed abilities.				

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:00 AM	3:10 PM	12:30 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Programme and activities such as the mindfulness session, "Morning Jog", healthy eating seminars, Fruit Month, fitness programme and etc., we cultivate students' healthy lifestyles and dietary habits, and foster positive values.		The school utilises the advantages of whole-day primary schooling by offering weekly extra-curricular activities to all levels of students. Starting from the 2023-24 academic year, the school had adopted a six-day cycle. Subject lessons are conducted in the morning, and the afternoons are used for multiple intelligences and activities to enhance students' overall development.		

Life-wide Learning

Physical Education: Fencing, Roller skating, Rugby, Swimming, Wing Chun, Floor curling, rock-climbing etc.  
Visual Arts: Pottery, Oil Painting, Calligraphy, Sculpture, Ink Painting, etc.  
Music: Handbells, Choir, Guzheng, Harp, Orchestra, Violins, etc.  
Others: Drones, light sculpture, lion dance, programming, mathematics Olympiad, Chinese and English recitation, uniformed teams, Japanese and German courses, etc.  
Life skills classes are introduced in KS1 to enhance students' confidence and self-care abilities.

School Mission

In the spirit of Jesus Christ, our school is committed to cultivate students in the goal of holistic education in "spiritual, moral, intellectual, physical, social, and aesthetic" aspects, while upholding the five core values of Catholicism - truth, justice, love, life and family, to nurture students through the education of life, love and spirituality, so that students can "Realise the truth, strive to be kind " and become good citizens of our society.

School Characteristics

School Management
<b>School Management Organisation:</b> The school is sponsored by the Catholic Diocese of Hong Kong and operates under the supervision of the IMC. Alongside the principal and three vice principals, administrative and academic divisions ("management and organization", "teaching and learning", and "school ethos and student support") ensure a comprehensive and high-quality educational service. The PTA and Alumni Association serve as school partners for development.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> The IMC is composed of the school supervisor and 14 committee members, including the principal, professionals, alumni, teachers and representatives of parents.
<b>School Green Policy:</b> Practise Green Life by adopting an electricity Monitoring System, a Solar system and LED lightings. The school implements the concept of environmental protection within the curriculum by conducting activities on different environmental protection topics. Aiming to deepen students' awareness of environmental protection, reducing electricity consumption and to encourage to practice green-living habits. Providing ecological education activities and participating in various programmes, to promote the importance of environmental protection and foster the positive attitudes toward caring for nature in daily life.
<b>School's Major Concerns:</b> 1. Deepen value education with the five core values of Catholicism; broaden students' global vision and consolidate the students' national identity. 2. Encourage students' creativity so as to excel their learning potentials by upbringing technology education.
Learning and Teaching Plan
<b>Learning &amp; Teaching Strategies:</b> We value the development of "two literacy and three languages" and strive to create a language rich environment to cultivate students' language development; we set up a school-based English curriculum enriching with English phonics and story reading for English literacy. Our school-based curriculum focuses on subject knowledge with the development of generic skills, through the cross-disciplinary learning mode and diversified activities of STEAM education. We make good use of "learning hours" to optimize curriculum planning. Attaching the importance to personalized learning, a wide range of courses and learning activities are designed according to each student's learning ability, as well as to cultivate students' self-learning ability. Provide students with opportunities to gain overseas learning experience by various study tours to China, South Korea, the United Kingdom, Canada and other places. Students will improve their language skills and broaden their horizons.
<b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b> 1. We strive to promote value education and national education, enhance students' understanding of national history, culture and national conditions, and help them understand the importance of inheriting Chinese culture, thereby enhancing students' civic awareness and cultivating positive values; 2. Strengthen the innovative English language curriculum, set learning goals with students using the Agora personalized learning method, conduct special studies based on students' interests, and enable them to become lifelong learners; 3. Collaborate with Ocean Park to implement humanities and science courses to develop students' potential through different experiences; 4. Make good use of online platforms to cultivate students' self-learning ability, understand their learning progress, and explain their learning difficulties; 5. Design diversified learning activities, such as Chinese Culture Week, field visits, and intangible cultural heritage topics, to enrich students' all-round learning experience.
<b>Development of Generic Skills:</b> 1. To broaden the breadth of the school-based curriculum, enhance students' learning ability and soft skills, and cultivate a lifelong learning attitude. 2. Cooperate with colleges and universities and external institutions to develop different courses so that students can learn through practice and broaden their horizons to become future leaders. 3. To develop students' generic abilities and enhance their abilities in Chinese, English, mathematics, physical education, music and vision through all-round activities, extra-curricular competitions, overseas exchanges and gifted programmes, so as to achieve holistic education.
<b>Cultivation of Proper Values, Attitudes and Behaviours:</b> 1. Encourage students to practice positive behaviors through mindfulness activities, student reward programs and small positive tasks; help students develop values such as diligence and empathy and promote self-identity by incorporating life-related topics into the classroom. 2. Add library elements to the "Life Education" booklet to encourage students to read books related to positive values and share their life experiences to consolidate their knowledge of "Life Education" books.
Student Support
<b>Whole School Approach to Catering for Learner Diversity:</b> Whole School Approach to Catering for Learner Diversity A series of learning support programmes are provided for students: Arrange appropriate learning support, counseling and adjustment for students with different learning abilities, school-based educational psychologists and school-based speech therapists are on campus to provide support to students with special learning needs, provide Elite classes, Maths Olympiad class, etc., to explore the potential of students in various aspects, and cultivate higher-order thinking and independent learning ability, provide remedial classes, homework guidance sessions, etc. to improve students' learning ability and self-management ability.
<b>Whole School Approach to Integrated Education:</b> Our school provides school-based support services for students with special educational needs to cater learning diversity: Provide remedial groups, concentration training, literacy training and social communication groups. Early Identification and Intervention Programme for Primary One Students with Learning Difficulties. Homework and test adjustment. After-school learning support classes, 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; 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> Provide individual learning plans and adjustment measures for students with different learning needs, including focus and remedial groups. Arrange two teachers for collaborative teaching and pull-out classes to cater students' learning needs in an all-round way. Provide students with enrichment or tutoring courses in different areas. Utilise online platforms to study in groups according to students' ability in order to improve students' self-learning ability.
Home-School Co-operation and School Ethos
<b>Home-School Co-operation:</b> The PTA supports parents in school activities: monitoring uniforms, buses, lunches, textbooks; organizing parent-child activities, workshops, etc. Parents assist during lunch, organize small activities, co-host large events in student activities. The school offers parenting courses to enhance parental skills in educating children.
<b>School Ethos:</b> Concerning the five core values of Catholicism, the school fulfills the school motto – "Realise the truth, strive to be kind". Aligning with our school's educational belief, our school provides service learning through different forms of school-based activities to strengthen students' interpersonal communication skills, thus promoting the caring culture.
Future Development
<b>School Development Plan:</b> 1. Continuously practise the five core values of Catholicism; strengthen positive education and consolidate the students' national identity. 2. Develop students' potentials in creativity so as to enhance their learning performance by effectively utilizing technology.
<b>Teacher Professional Training &amp; Development:</b> 1. Professional development courses reinforce teachers' professional values and ethics, fulfilling the mission of "cultivating values and nurturing individuals". 2. Teachers engage in varied professional development activities, aligning the school's framework with emerging curriculum trends. 3. The school collaborates with tertiary institutions to establish professional learning communities, enhancing teaching effectiveness through innovative methods.
Others
1. Scholarships are granted to recognise and encourage students who excel with great learning attitudes in different aspects, i.e. academics, conduct, P.E. and arts. 2. A series of bridging activities are designed for P1 students facilitating their early adaptation to the primary school life.



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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. Chuck Oi Wah	Ms. Tsang Ka 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					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Hong Kong Workers' School Education Organisation	Spirited, Meticulous, Principled, Studious	2001	Chinese (incl.: Putonghua) and English	Nanny van	About 8000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-				Yes	
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

## 2025/2026 Annual School Charges

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

## School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	3	1	1	Reading Train, speech therapy room, social worker room, psychologist room, 3 basketball courts, farmland, climbing wall, fitness spot & reading room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
8 rooms, including English learning room, Mathematical Intelligences Room, General Studies room, dancing room, visual art room, music room, DreamLab & PlayLab.				Accessible lift and Accessible toilet.

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

Number of teaching posts in the approved establishment			56	Total number of teachers in the school		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%	31%	80%	30%	16%	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	Implement small class teaching. We teach Chinese in Putonghua in some of the classes.						
Remarks	We provide "Gifted & talented" programs and multi-intelligence courses after school to let students unleash their full potential.						

## 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)	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	For Primary 1, various forms of assessments are used to replace a test and an examination. For Primary 2 to Primary 6, in addition to tests and exams, diversified formative assessments are also employed to evaluate students' learning progress, providing feedback on 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	P.1-P.3: Mixed-ability streaming P.4-P.6: Streaming according to students' academic results (Elite classes use Putonghua to teach Chinese Language Subject)				

## School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:00 AM	3:10 PM	12:40 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier or arranged by parents.	1. Thematic Sports Reward Scheme 2. Healthy Campus 3. Brighter Smiles Program 4. Life Education Program 5. QEF Thematic Network on "Promoting Wellness in School" 6. Just Feel Compassionate School Program		1. Every day includes a class teacher period and a tutorial session. 2. Fridays include an extracurricular activity period.		

Life-wide Learning

About 60 ECA including: Uniform groups, STEM Robotics, Dancing, Drama, Chinese Musical instruments, Violin, Magic, Track and Field, Ping-pong, Basketball, Handball, Martial Art, Choir, Ink Painting, Rope Skipping, English Club, Cambridge YLE Test Preparation Class, Abacus, Mathematical Olympiad etc., are conducted by qualified teachers and employed instructors. Popularized or Elite Activities are conducted during weekends and after school.

School Mission

To cultivate active, enthusiastic, studious and aggressive students who possess both ability and responsibility. To develop students' potential and equip students to become lifelong learners, committed and global citizens. To lay stress on enhancing teachers' professionalism and carry out quality education.

School Characteristics

School Management
<b>School Management Organisation:</b> Incorporated Management Committee->School Principal->Deputy School Principal & Assistant School Principal->School Committee (including: Academic Committee, Teaching Committee, Curriculum Development Team, Discipline Committee, School Affairs Committee, IT Team, Extra-curricular Activities Team, General Affairs Committee) To manage the school operations through the above committees and teams to provide students with quality education.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> School management committee members include parents, teachers and professionals.
<b>School Green Policy:</b> Established "Environmental Protection Team", it organizes lots of environment related activities to enhance students' concern. Our school has the honor to get the "Hong Kong Green School Award".
<b>School's Major Concerns:</b> 1. Develop positive, friendly and empathetic education in schools and cultivate the correct values of empathy. 2. Promote interconnected learning experiences and make education more innovative.
Learning and Teaching Plan
<b>Learning &amp; Teaching Strategies:</b> 1. English teachers to enhance the efficiency of teaching English language. In P.1 to P.3, we implement PLP/RW scheme; In P.1 to P.6, we implement task-based learning and DTS program; Chinese subject: In P.1 to P.6, we teach Chinese through picture books & poetry; 2. Mathematics and General Studies: focus on learning through operation and experience, inquiry and discovery. 3. In P.1 to P.6, we implement Computational Thinking and Coding Education & Maker curriculum to develop students' creativity & logical thinking skills. 4. In P.4 to P.6, we implement 'BYOD' teaching program. 5. In P.3, we implement Integrated Arts curriculum, including Visual Arts, Music & Drama elements. 6. Through diversified learning inside and outside the classroom, students are cultivated to "like to learn, be able to learn, and continue to learn" and become independent learners.
<b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b> Enrich value education, strengthen STEAM education, enrich cross-curriculum learning and reading & enhance assessment literacy.
<b>Development of Generic Skills:</b> We have integrated programs and Life-wide learning activities through project learning and according to students' strengths to provide enrichment courses, in order to cultivate students' generic skills.
<b>Cultivation of Proper Values, Attitudes and Behaviours:</b> We have moral education classes and civic education activities to cultivate students' good characters.
Student Support
<b>Whole School Approach to Catering for Learner Diversity:</b> 1. Design diversified teaching, guidance and assessment strategies like tailoring, graded worksheets and assessments according to students' diversity. 2. Organise after school homework tutorials to enhance students' confidence and ability. 3. Organise Primary one Bridging Programme. 4. Organise classes for 'Interface between primary to secondary'. 5. Assign two class teachers to P.1 & P.4 classes.
<b>Whole School Approach to Integrated Education:</b> Whole School Approach. All teachers participated in the integrated education policy to provide students with appropriate support.
<b>Education Support for Non-Chinese Speaking (NCS) Students:</b> Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; 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> Organize gifted & talented programs, remedial classes for academically gifted/under-privileged students, leveled assignments.
Home-School Co-operation and School Ethos
<b>Home-School Co-operation:</b> Set up PTA and organize family trips and courses. Parents are also encouraged to participate in shared reading programme and to become volunteers in tutorial classes. They are also the monitors of Healthy School programme.
<b>School Ethos:</b> 1. To build a character school. 2. To cultivate students' responsibility and sense of belonging through setting up prefects and volunteer service teams. 3. To develop students' positive attitude towards life through Civic Education and Personal Growth Lessons. 4. Smart Kids Reward Program is launched for lower form students and Sunny Kids Practice Program is implemented for higher form students.
Future Development
<b>School Development Plan:</b> We Connect We Inspire 1. Develop positive, friendly and empathetic education in schools and cultivate the correct values of empathy. 2. Promote interconnected learning experiences and make education more innovative.
<b>Teacher Professional Training &amp; Development:</b> 1. CUHK - Quality School Improvement Project. 2. Quality Education Fund Thematic Networks. 3. School Support Partners (Seconded Teacher) Scheme. 4. Real Me Show - use of drama elements in enhancing the self-concept of the gifted. 5. Primary school-based curriculum support service plan (General Studies) 6. Picture Books Seed Project: Enhancing Self-regulated learning of Students: Planning of Reading and Usage of Reading Strategies in Primary Chinese Language. 7. Chinese and GS gifted teacher network. 8. As the seed school of Drama in Education (Chinese and English). 9. Chinese Read and Write school-based project. 10. Professional lesson study and observation program.
Others
School-based teacher training and subject training programs. Continuously participate in collaborative exchanges with the Education Bureau and professional organizations.





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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. Yeung Lok Sze	Ms. Chung Shuk Ling	Established	Aided Whole Day	Co-ed	Protestantism / Christianity
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Anglican (Hong Kong) Primary Schools Council Limited	Not to be served but to serve	1968	Chinese	School Bus	About 3000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
-			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$40	\$400	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	2	1	School Hall LED electronic display screen, fitness bike area. Classroom Interactive Digital Touch Whiteboards and computers. Rooftop Solar PV Systems.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
2 Music Rooms, STEAM ROOM 1 Computer Room, 1 Multimedia Learning Centre, 1 Dance Studio, 1 English Room, 1 Chinese Language and Mandarin Room, 1 Mathematics Room, 1 General Studies Room, 1 Visual Arts Room, 1 Guidance 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			47	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%	76%	6%	23%	71%

Class Structure

				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year				No. of classes	4	4	4	4	4	24
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	4	4	4	4	4	24
Mode of teaching at different levels		We adopt Activity Approach for all classes.								
Remarks		-								

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		1	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		0	Number of exam(s) per year (P2 to P6 only)		2		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	In addition to written assessments, we use diversified formative assessment methods to assess students' learning progress, such as oral presentations, practical assessments, science and technology activities, cross-curricular project learning and physical fitness tests, aiming to evaluate students' learning outcomes, provide feedback for teaching and learning, and 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	In Primary 1 to 4, students are selected for the classes on a random basis. In Primary 2 to 4, students are then streamed on the basis of their Putonghua interest and ability. In Primary 5 to 6, students are then streamed on the basis of their English ability.						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	8	35 mins	8:00 AM	3:20 PM	12:35 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Our school promotes a healthy campus life, creating a comfortable learning environment. "Sunshine Corners" offer students a space for relaxation. Class planting activities help students relieve stress and foster a spirit of teamwork. We also have Friday morning exercises, "Fruit Month" and "Healthy Living" reading weeks to teach students about health and develop good habits.		The three recesses are evenly spread within the long school hours. The first and the second recess has twenty five and twenty minutes. They allow students though time to both satisfy individual needs on eating snacks and using the toilets and also can play different games in the playground.		



Life-wide Learning

- 1. To enable students to apply knowledge to life, Cross-curricular learning activities are organized at all grade levels, such as "Let's Go Shopping" and "Treasure Hunt," led by the English subject, as well as "Peak Visit" and "Victoria Harbour Tour," jointly led by General Studies and Chinese Language subjects.
- 2. We set up swimming lessons for all P.3 students.
- 3. We have arranged English class-based drama lessons for students in P.4 and a 2-days English Local Study Tour for all students in P.5, in order to improve students' English proficiency.

School Mission

With the mercy of Christ's love and care, we implement our school motto "Not to be served but to serve". We are committed to providing all students with equal opportunities to develop their spiritual, moral, intellectual, physical, social and aesthetic dimensions.

School Characteristics

School Management

School Management Organisation:

Our school is under the supervision of the Anglican (Hong Kong) Primary Schools Council and managed by the Incorporated Management Committee.

Incorporated Management Committee / School Management Committee / Management Committee:

The members of the Incorporated Management Committee include the Reverend, parents, teachers, alumni, and professionals from the education and business sectors, providing diverse perspectives to offer advice to the school.

School Green Policy:

Our school is a green school that has received numerous awards and certifications for its environmental efforts. Every year, we organize various environmental activities, including seminars, campus greening, planting activities, waste recycling, and plastic reduction campaigns.

School's Major Concerns:

- 1. Care for student diversity
- 2. Enhance student well-being

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. We provide primary one adaptation curriculum. In the first term, there will be no exams for the P.1 students. Instead, students will engage in theme-based learning activities to immerse themselves in school life.
- 2. A variety of English activities are specially organized, such as English drama classes, overseas and local English study tours, English co-curricular activities, English morning reading sessions, and English tuck shop, allowing students to learn and use English in real-life contexts. Additionally, English teachers and NET teachers have jointly developed a systematic phonics program to help students master spelling skills and enhance English learning efficiency.
- 3. Collaborative learning and leveling assignments are employed to cater to student diversity.
- 4. We emphasize scientific inquiry activities to enhance students' critical thinking skills.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. Make good use of the learning time, set a 25-minute break, and provide diversified learning activities.
- 2. In order to cooperate with STEAM education, our school has STEAM courses such as AI, Scratch, LEGO robots and Micro:bit, allowing students to learn programming and STEAM skills to develop the spirit of inquiry and innovation.
- 3. In order to cultivate students' ability to "read to learn", our school promotes interdisciplinary reading in the curriculum to broaden students' reading scope, enhance the depth of reading and overall learning ability.
- 4. Strengthen value education in each subject (including national and national security education).

Development of Generic Skills:

- 1. Our school has co-curricular activities at all levels.
- 2. Various themed learning days have been organized, including Chinese Culture Day, English Day and STEAM Day. In addition, there are P.3 swimming classes, P.4 English drama classes, and English study tours organized.
- 3. During recess, students are welcome to visit English tuck shop to buy food and participate in various subject-based activities, such as using self-generating exercise bike, archery, and ball games to enrich their learning experiences and develop generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:

- 1. Our school places great emphasis on the mental health and values education of students, creating a healthy and caring school culture. Through class management and gratitude activities, students learn to be grateful and become responsible good students.
- 2. To motivate students to learn diligently, our school has established the "Principal's Appreciation Award" and the "Goal Achievement Award". In addition to academic awards, students with different potentials can also receive recognition. Coupled with the "Mission Possible Program", students learn to strive for their goals.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1. Whole School Approach is adopted to cater for learner diversities.
- 2. Small Group Learning and collaborative teaching.
- 3. Provide gift education training and enrichment programmes for elite groups.
- 4. Arrange after school classes to meet the needs of high and low achievers.

Whole School Approach to Integrated Education:

- 1. Set up Student Support Team.
- 2. Use learning support grant to provide services for students in need.
- 3. School-based Educational Psychology Service and Speech Therapy Service are provided for students in need.
- 4. Moral education programmes and different peer support groups are established to foster the culture among students.

Curriculum Tailoring and Adaptation:

Individual differences are catered through diversified teaching, curriculum and assessment adaptation and graded worksheets.

Home-School Co-operation and School Ethos

Home-School Co-operation:

- 1. The Parent-Teacher Association co-organizes various activities, including Annual General Meeting, Teacher Appreciation Day, Graduation Buffet, parent-child picnic, parent-child sports day events and second-hand school uniform donation events.
- 2. Parent volunteers assist in school activities and teaching, such as interdisciplinary activities and comprehensive counseling activities.
- 3. The school actively promotes parent education by organizing various parent seminars, workshops, reading clubs, and interest classes.

School Ethos:

- 1. Our school has a good reputation. Students are well-behaved, self-disciplined, decent and polite. We develop a caring school culture through various activities provided by all the subjects and functional groups.
- 2. Our school upholds a culture of appreciation and encourages home-school cooperation to acknowledge the good behavior of children. At the same time, the school often advocates the policy of "Making Good Choices" to educate children, helping them understand "Logical Consequences".

Future Development

School Development Plan:

- 1. To afford students the chance to apply what they have learned in their daily lives, different cross and co-curriculum and project learning activities are held to allow students the opportunity to learn outside the classroom.
- 2. Our school's study tour stimulates students to connect the knowledge they have learned in the classroom with what's happening around the world. Students get to know more about the culture and ecological resources from different places and their horizons are broadened.
- 3. Implement STEAM education to inspire students to seek knowledge, solve problems, think critically, and collaborate in teams.

Teacher Professional Training & Development:

- 1. Seminars and professional training are organized for teachers to promote a positive working atmosphere and foster a learning-oriented teachers team.
- 2. To enhance teachers' professional development, we participate in school-based support and learning community programs organized by the Education Bureau and universities to enhance teachers' professional development in curriculum and academia, and share experiences with peer schools.
- 3. Enhance teachers' professional competence through teacher development days, workshops, lesson analysis, lesson observations and reviews and co-planning meetings.

Others

- 1. Our school places great emphasis on developing students' potential. There are more than 60 interest classes in the school, including drama, STEAM, various music and sports activities. Last year, our students won over 500 awards in Hong Kong Schools Speech Festival, Hong Kong School Drama Festival, STEAM events, sports competitions, music competitions etc.
- 2. Our school's LEGO Robotics team have represented Hong Kong in competitions held in Thailand, Malaysia, and other countries, and have achieved remarkable success.



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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. LEE YIU KEUNG	Mr. Chan Chi 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					24%
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.	1983	Chinese (incl.: Putonghua) and English	School Bus	About 5000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-				Yes	
4Rs Mental Health Charter	-	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	\$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	We have a solar energy system, Grateful Garden and a turtle pond. Classrooms and the school hall are air-conditioned and Wi-Fi connected.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
STREAM Room, English Room, STEM Room, Library, Chapel, Multi-purpose Room, Music Room, Art Room and etc.				Accessible lift and Accessible toilet.

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

Number of teaching posts in the approved establishment			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
94%	100%	30%	71%	17%	15%	68%

**Class Structure**

				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year				No. of classes	3	4	4	4	4	23
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	3	3	4	4	4	22
Mode of teaching at different levels		Different teaching approaches are used to help students to be biliterate and trilingual. All classes in P.1-4 utilize Cantonese as the medium of instruction. 2 classes in P.5-6 respectively are taught in Cantonese, while two classes are taught in English in terms of language 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	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. There are summative and formative assessments to assess students' performance. 2. Chinese and English dictation is carried out about five times respectively in an academic year. 3. Provide appropriate amount of homework. 4. Performance-based assessments will be implemented in Art, Music and PE. 5. Project-based assessment and Practical-based assessment have been included in the GS curriculum.						
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 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	8:20 AM	3:30 PM	12:30 PM - 1:25 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Through a diversified sports curriculum, different athletic training programs are offered to encourage active engagement in the "Sports Award Scheme", aiming to develop a positive, active and healthy lifestyle.		1. We join the "Eat Smart@School.hk Campaign" held by the Department of Health. We encourage our students to pay attention to the nutrition of their daily meals. Our lunch supplier will design suitable menus for our students. Lunch supervision team is formed. 2. We have a social worker, a religious group, a discipline team, and a church pastoral worker to take care of the physical and mental health of our students.		

Life-wide Learning

More than 60 extra-curricular activities and specialised training are held, including Cub Scouts, Brownies, The Boys' Brigade, Red Cross, CYC, Percussion, Drone, Handchimes, Choir, Verse speaking, Storytelling, Drama, Chinese Dancing, Robotics, Programming, Basketball Team, Table Tennis Team, Track and Field Teams, Ropeskipping Team, Olympiad Maths, Artistic Innovators, etc.

School Mission

- 1. In the spirit of Christian love, "Not to be served but to serve".
- 2. Children are trained to become responsible citizens.
- 3. We help students develop self-learning and independent thinking.
- 4. We also cultivate them a passion for Chinese culture and the importance of spreading the profound Chinese tradition.

School Characteristics

School Management

School Management Organisation:

Incorporated Management Committee → Principal → Vice-Principal → different subject divisions → teachers

Incorporated Management Committee / School Management Committee / Management Committee:

Management Committee: Fourteen School Managers.

School Green Policy:

Provide formal and informal environmental education. Participate in waste minimization and recycling. Beautify and improve our school environment by planting around the campus. Minimize energy and water use in the daily life.

School's Major Concerns:

- 1. Enhance the Effectiveness of Teaching and Learning Through Diversified Learning Experiences
- 2. Nurture 'thankful', 'faithful' and 'joyful' 'Kei Lokcians' through values education

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. Through curriculum planning, project learning, religious education lessons and cross-subject learning, different learning experiences are provided.
- 2. Implementation of Development of Text Sets (DTS) Programme (English)
- 3. Implementation of Model method (Mathematics)
- 4. Implementation of Drama in Education (Chinese)

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. Development of STEAM Education.
- 2. Implementation of Reading across the curriculum.

Development of Generic Skills:

Through specialised training, field trip, site visit, project learning, peer-learning scheme, problem-solving training, life-wide learning and learning and teaching in different subjects, all these learning experiences deepen students' understanding of generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:

The school's core values: Thankful, Faithful and Joyful.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1. There is a wide array of enhancement programmes (Chinese, English and Mathematics)aiming to unlock students' potential.
- 2. Various remedial classes, after-school tutorials are designed to support students with academic needs.
- 3. We also provide homework and assessment adaptation strategies for students with special educational needs (SEN).

Whole School Approach to Integrated Education:

- 1. Adopt 'Whole School Approach' in supporting students with special educational needs (SEN).
- 2. Through the strategic allocation of resources (such as the Learning Support Grant), we offer tailored and diverse support services for students with special educational needs, aiming at enhancing their learning outcomes.
- 3. Based on students' needs, support are provided through learning and teaching, as well as assessment adaptations, remedial learning groups, social skills training, enhanced school-based speech therapy services, and the Individual Education Plan (IEP).

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:

- 1. Measures for Catering for Learner Differences: Rocket-kids (STEM in English / Literary appreciation), Gifted programs, Mathematics Olympiad training, Enrichment courses and after-school group-based elite classes, etc.
- 2. Homework and Assessment Adjustments: Provide tailored homework modifications and assessment accommodations for students in need.

Home-School Co-operation and School Ethos

Home-School Co-operation:

To reinforce the communication between parents and school, we set up Parent-Teacher Association in 1999. We held different activities such as picnics, day camps, seminars. The Parents Volunteer Team helps to carry out activities in school.

School Ethos:

- 1. Develop STAR Reward Scheme and a wide range of service learning, aiming to enhance students' self-confidence and encourage spirit of service.
- 2. Develop school-based Life Education curriculum.
- 3. Continue the implementation of Understanding Adolescent Project (Primary)
- 4. Received a Life Education Award from "Caring School Award Scheme".
- 5. Received awards from "A Healthy Harmonious and Caring Campus Award Scheme".

Future Development

School Development Plan:

- 1. Creating diversified learning experiences.
- 2. Nurturing 'thankful', 'faithful' and 'joyful' Keilokcians.
- 3. Participating in Thematic Networks launched by University of Hong Kong (HKU) and fostering STEAM Education.
- 4. Engaging in STEAM+AI Literacy Collaborative Programs.
- 5. Implementing Reading across the curriculum through participating in Developement of Text Sets (DTS) Programme.
- 6. Implementing Singapore Math Model Method.
- 7. Optimizing specialized training to cultivate multifaceted talents.

Teacher Professional Training & Development:

Seminars, workshops, teachers' development days, School-based teacher's training, co-planning, peer lesson observations, teaching research.

Others

Our school provides various learning opportunities to unleash students' potential through engaging in extra-curricular activities. Students actively participate in different inter-school competitions such as Kowloon East Area Inter-Primary School Athletics Competitions, Hong Kong Schools Speech Festival (Chinese, Putonghua and English), Bible Reading Festival, International Fine Art Competition, Hong Kong Mathematical Olympiad Contest, IT Challenge Award, Hong Kong Music Festival, Hong Kong Schools Dance Festival, Kwun Tong Singing Contest and Hong Kong School Drama Festival. Our students consistently achieve remarkable success, receiving upwards of 600 awards each year in a variety of competitive events.



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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 Fun Paulina	Mr. Lau Keung	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.	1996	Chinese	School Bus	About 7500 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
-			-		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Pledged School	

## 2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$30	\$350	-

## School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	Campus TV Station, Flag Tower, Outdoor Table-tennis Tables, Basketball Court, Outdoor Running Tracks, Turtle Hut, Tuck Shop, Playground etc.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Seventeen special rooms including School Library, STEAM Room, English Room, Computer Room, Music Room, Visual Arts Room, Dance Room, Students' Guidance Room, Conference Room etc.				Accessible lift and Accessible toilet.

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

Number of teaching posts in the approved establishment			57	Total number of teachers in the school		59
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	37%	50%	11%	14%	75%

## 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	Cooperative Learning Strategies are adopted in P.1-P.6, which increase students' motivation and participation in their learning. These strategies also encourage students to express themselves and teachers to give positive feedback. On the whole, it raises the effectiveness of students' learning.						
Remarks	Our curriculum design focuses on inspiring students to think creatively. Through providing diverse and ample learning opportunities, we aim to inspire students' potential in different areas.						

## 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 the regular term tests and exams, different modes of assignment such as project learning and group presentation are designed. Students' attitude and performance in extra-curricular activities are also assessed.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	The school adopts the average placement rate of academic results. Putonghua as the medium of instructions in Chinese lessons are implemented in some classes of P.4-P.6.				

## School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	7:40 AM	3:00 PM	12:05 PM - 1:05 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and students can also bring their own.	Implement Healthy Campus, Caring Campus and Life Education to nurture students' physical, mental and social well-being with a focus on developing students' healthy lifestyles, positive values and attitudes as well as practical life skills.		1. The school received Healthy Harmonious and Caring Campus Award from EDB. We also received the Caring Teacher, All-round Caring Teacher, Caring School Manager, Caring Parent and Caring School Team awards from HKASM. 2. Implement Sport Act Award Scheme to encourage students to participate in sports activities. 3. Class teacher periods and homework guidance periods are arranged to provide better care for students.		

Life-wide Learning

The major extra-curricular activities include English Ambassadors, Mathematical Olympiad, Mechanical Engineering, Drone Programming, Digital Painting, RoboMaster, Scientific Research Activities, Campus TV Reporters, Putonghua Ambassadors, Choral Speaking, Chinese Orchestral Music, Orchestra, Chinese Dance, Fancy Rope Skipping, Floorball, Taekwondo, Track and Field as well as other different kinds of sports and uniform groups.

School Mission

Derived from the Christian spirit, we aim to develop our pupils as "Whole Persons", emphasizing their growth in morality, wisdom, sportsmanship, social maturity, aesthetics and spirituality. Pupils can thus develop a strong moral character, imbued with Christian values and principles to prepare them for their life ahead.

School Characteristics

School Management
<b>School Management Organisation:</b> The Principal and Vice-Principals manage the school under four domains and refine the school development plans continuously to optimize the school policies .
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> The Management Committee comprises fourteen members, including members of S.K.H., individual parties, teaching staff and parents. The committee constantly works on formulating appropriate policies.
<b>School Green Policy:</b> Through diversified green activities related to environmental protection, we are committed to inspiring our students to lead a green life and fostering their love for the environment. A team of 'green pioneers' is formed by students regularly organises an array of environmental activities and events. We aim to develop an environmentally-friendly atmosphere on campus as well as the living style of 'energy saving, waste less'.
<b>School's Major Concerns:</b> Provide students with quality self-directing learning opportunities, nurturing their creativity and realising their potential. Help students in pursuit of a fruitful and meaningful life through implementation of Positive Education.
Learning and Teaching Plan
<b>Learning &amp; Teaching Strategies:</b> 1. Co-operative Learning Strategies are adopted to promote learning and teaching efficiency. 2. Promote students' self-directed learning ability through school-based curriculum design. 3. Co-operate with external organization to establish Teacher-Professional Learning Community, so as to develop diversified teaching strategies and promote learning and teaching efficiency. 4. Life-wide learning and Theme-based learning activities are implemented in all levels. Students can learn in a lively way. 5. Effective use of IT learning tools such as Audio Pen and APLUS online interactive learning platform.
<b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b> 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.
<b>Development of Generic Skills:</b> The nine generic skills are developed through teaching, learning and other activities. Overseas exchange programmes are arranged to broaden students' horizons, strengthen students' affective and social development. STEAM Education and Cross-curriculum language learning further develop students' self-directed learning skills and creativity.
<b>Cultivation of Proper Values, Attitudes and Behaviours:</b> Through the integration of the philosophies and ideas of Life Education and Positive Education, cultivate students' fortitude, bravery and resilience against adversity. We also emphasizes fostering students' positive attitudes like diligence, care, law-abidingness and empathy from practical learning experiences, and in turn, prepare them to face their challenges in daily life.
Student Support
<b>Whole School Approach to Catering for Learner Diversity:</b> 1. Enrichment programmes of English and Maths are arranged for gifted students. 2. Remedial programmes and small group tutoring are conducted to provide support for the students in need. 3. "Big Brothers and Sisters Scheme" provides opportunities for upper form students to serve others. It supports P.1 students and enables them to adapt well at school. 4. School social workers work closely with the class teachers to support students' growth.
<b>Whole School Approach to Integrated Education:</b> 1. Every member of staff at the school cares for students and teaches them with love, and cultivates a positive culture, "Every student is important, no child left behind." 2. Provision of School-based Educational Psychology Service and School-based Speech Therapy Service. 3. Targeted group training and life-wide learning experiences outside school are provided for students in need. 4. Provision of teacher and parent training workshops, maintains good home-school collaboration.
<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. The curriculum highlights the annual learning theme. 2. Identify the students' strengths and weaknesses through students' performance analysis. Design appropriate school-based curriculum with suitable teaching and learning strategies. 3. Enrichment and remedial programmes and assessment accommodations are arranged to cater for students' needs. 4. Audio pen caters for students' individual differences and learning pace.
Home-School Co-operation and School Ethos
<b>Home-School Co-operation:</b> 1. Our parents actively participated in students' learning activities such as "Family Sports Day" and "PTA picnic". 2. Arrange various activities to enhance effective parent-teacher co-operation such as Parents-Also-Appreciate-Teachers Drive and Storytelling by Dads & Mums. 3. Promote parent support through various talks and workshops. 4. Sustain and promote parent-teacher communication through "Sunshine Call". 5. Invite parents to join the Caring Parents Volunteering Team and Parent Fellowship. Parents and teachers ensure mutual support for each other's roles as partners.
<b>School Ethos:</b> School Motto: Not to be served, but to serve. 1. Students are nurtured with love and care to excel in academic performance and conduct. 2. Positive Education in school curriculum and the provision of diversified learning experience cultivates students' positive values and attitudes. 3. Our school provides an education which embraces the joy of learning and stresses the spiritual, moral, intellectual, physical, communal and aesthetic development of students. 4. Duty For Every Student Programme helps enhance students' willingness to make commitment and contribution. 5. Carry out the "Elite Students Programme" to cultivate students' perseverance, gregariousness and sense of beauty.
Future Development
<b>School Development Plan:</b> 1. Every student is nurtured to excel in both academic performance and conduct. 2. Equip students to become biliterate and trilingual, with high emotional intelligence so that they can be caring, flexible, and confident when facing future challenges. 3. Adopt "high levels of motivation, participation, display and feedback" strategies to enhance students' learning effectiveness. 4. Through project learning and learning from reading, expand students' knowledge and cultivate their life-long learning skills. 5. Provide students with quality STEAM learning opportunities. 6. Utilise IT to enhance interactive learning and promote students' self-directed learning. 7. Through providing an array of extensive opportunities, such as gifted education, leadership training, and overseas exchanging programmes, students are empowered to explore full potentials.
<b>Teacher Professional Training &amp; Development:</b> 1. Child-oriented education embraces the unique characteristics of each and every child. 2. Teachers carry out co-operative learning strategies and build positive school culture to shape themselves as students' life mentors. 3. Subject core members are provided with professional training to develop leadership skills in promoting the curriculum. 4. Strengthen the middle level administration team to boost effective school management.
Others
In order to allow students to expend their knowledge and enrich their learning experiences, the school will organise overseas exchange programmes for students to learn more about different countries and cultures, as well as to broaden their horizons.



### School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Chan Hon Man	Mr. Kam Wing Tim	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.	1969	Chinese	School Bus; Nanny van	About 6400 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	\$400	-

### School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	1	1	1	All classrooms in the school are equipped with computers, interactive whiteboard, visualizers and air-conditioners.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Library, English Room, Computer Room, STEAM Room, Music Room, Language Room, Guidance Activity Room, Art Room and 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			56	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%	44%	61%	18%	23%	59%

### Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year		No. of classes	4	5	5	5	6	5	30
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)		No. of classes	5	4	5	5	5	6	30
Mode of teaching at different levels	Small class teaching and cooperative learning are adopted for P.1 to P.6. Provide whole-school gifted education programmes, and remedial classes are arranged to cater for learners' diversity. We also provide after-school enrichment programmes for students with different learning needs.								
Remarks	Understanding Adolescent Project (Primary) and school-based Life Education are implemented.								

### 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							No
Diversified Assessment for Learning	1. The 3 Mini-Tests annually let teachers know the learning progress of Chinese, English and Mathematics of the students. 2. Assessment of language subjects includes written and speaking assessment, thus the skills of listening, speaking, reading and writing can be assessed. 3. Other diversified assessments include Project Learning of General Studies, and assessments of different skills.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	Classes with Putonghua as medium of instructions in Chinese subject lessons are available in Primary 2 to 6.						

### School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:15 AM	3:15 PM	1:05 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Students are encouraged to do exercise daily and there is a committee which takes part in lunch and snacks monitoring to foster a healthy and environmentally friendly eating habit.		We encourage students to eat healthily. Information about healthy habits is introduced. All subject teachers work together to emphasize the importance of both physical health and mental health. There is a variety of activities including sports and arts for students in the afternoon.		

Life-wide Learning

In order to promote "One Life One Sport One Art", there are more than 70 different extra-curricular programmes about sports, arts, academic, science and technology, and uniformed groups for students.

Students are encouraged to explore the community and the world. Other than excursions such as going to exhibitions, museums, historic monuments and places of interest, students also have ample learning opportunities to broaden their horizons in Mainland and overseas.

School Mission

The School shall teach its students to live out the motto "Not to be served but to serve" ; foster a supportive and rich environment that enable students to develop their full potential ;and to cultivate children to become responsible citizens who contribute to society.

School Characteristics

School Management

School Management Organisation:

Our school is operated by the Anglican (Hong Kong) Primary Schools Council and is governed by the Incorporated Management Committee.

Incorporated Management Committee / School Management Committee / Management Committee:

The members of the School Management Committee are from different scopes of our society. They can give different opinions from different points of view.

School Green Policy:

Our school has a solar power generation system. Environmental Education Team organises various green activities.

School's Major Concerns:

We strive for excellence in learning and teaching, gifted education for all and the effective use of technology in learning.

As to better cater for learner differences, using different learning and teaching strategies incorporating positive education and healthy life style concerns us and all subject teachers are working for this.

Learning and Teaching Plan

Learning & Teaching Strategies:

1) Diversified learning activities with different teaching strategies help activate students' intrinsic motivation and enrich their learning experiences. Learner diversity is catered.

2) We promote reading for learning and facilitate students to learn with electronic devices and platforms independently.

3) Embracing biliterate and trilingual learning environment

Chinese subject: "READ & WRITE" programme for Primary 1 to Primary 3 students and there is one Putonghua class, using Putonghua as the medium of instruction when they learn Chinese, in each level from Primary 2 to Primary 6.

English subject: "Space Town Literacy Programme" for Primary 1 to Primary 3 students and there are three British Native English Speaking teachers in the school.

4) There is a series of learning activities with cross-curricular linkage which encourages students to take the initiative to explore and stimulate their motivation in self-directed and self-regulated learning.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Reinforce the importance of whole-person development and create space for students' balanced development through flexible time-tabling. Accord higher priority to values education in schools, including strengthening life education, and moral, civic, and national education; and start life planning education early at the upper primary levels. Strengthen STEAM education so as to develop students' capacity to apply knowledge and skills acquired in different STEAM-related subjects in an integrated and creative manner to solve daily problems and to help create a metropolitan city.

Development of Generic Skills:

To cultivate the students nine generic skills, especially focus on communication skills, collaboration skills, creativity and project learning skills.

Cultivation of Proper Values, Attitudes and Behaviours:

Positive values and attitudes are taught through school assemblies, class-teacher periods and personal growth programmes. Also Life Education is implemented from P.1 to P.6. And students are given ample opportunities to participate in theme-based education activities and competitions.

Student Support

Whole School Approach to Catering for Learner Diversity:

Remedial classes for students with lower academic performance. After-school tutorial classes are also provided. Participate in the Integrated Education Programme with adaptation in curriculum, teaching strategies and assessment for students with special education needs. Early-identification and Intervention Programme for P.1 students with learning Difficulties.

The New Arrival Students' Familiarization Course and School-based After School Learning and Support Programmes are provided.

Whole School Approach to Integrated Education:

A Student Support Team is in place to co-ordinate and implement the whole-school approach support service. The staff have established an inclusive school culture to cater for the students' learning needs. In order to cater for the different learning needs of students, programmes such as individual learning programmes, social skill, attention and literacy skills training groups have been conducted. We have also joined 'Jockey Club Keen and Active Kids Project' to provide holistic support for students with ADHD. Provide school-based Educational Psychology and speech therapy services. Facilitate 'Hong Kong Chinese Language Tiered Intervention Model for Lower Primary Students: Curriculum Package': A layered teaching model for P.2, P.3 students in learning Chinese: Provide after-school support to less able students in learning Chinese so that they can learn various language skills gradually.

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

Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; and organising activities to create an inclusive learning environment in the school. To facilitate NCS students' early integration into school life, our school provides diversified after-school programmes to support NCS students' Chinese learning and social skills.

Curriculum Tailoring and Adaptation:

Remedial classes in English, Chinese and Mathematics are arranged for students to enhance their academic performance. Adaptation in curriculum, teaching strategies and assessment are exercised for students with special education needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:

We maintain a close relationship with the parents through various workshops and activities organised by the Parent-Teacher Association.

School Ethos:

Through the teachers' guidance and discipline, and an inclusion in a nurturing and caring school culture, students' positive personal integrity is cultivated.

Future Development

School Development Plan:

1. Enhance learning and teaching strategies.

2. Strengthen STEAM education and cultivate students' innovative and problem-solving skills.

3. Develop positive education.

4. Students are supported to have their healthy lifestyle and they can immerse themselves in the school's harmonious and caring culture.

Teacher Professional Training & Development:

Open classrooms, regular peer lesson observations and lessons evaluation sessions are organised to enhance professional learning and interactions among teachers. Other school-based professional development programmes are organised to further develop collaboration among staff. Teachers actively take part in different workshops, courses and exchange programmes.

Others

Students' achievements in STEAM, sports, music, solo and choral speech speaking, dance etc. are outstanding. We stress on the building of a culture of a loving and caring in school.

In recent years, we have received the honour of Caring School Award under the territory-wide scheme organised by Hong Kong Christian Service.

Lay solar photovoltaic panels on the roof and participate in the energy saving plan, and the proceeds will be used for scholarships and school development.





### School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Wong Lai Fun Paulina	Mr. Wan Chi Yeung	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	2003	Chinese	School Bus	About 11254 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
-			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Pledged School	

### 2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$20	Fee of Approved Collection for Specific Purposes - Other Purposes \$350	-

### School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
31	4	1	1	Open Theatre, Volleyball Court, Football Court, Basketball Court, Covered Playground, Student Activity Centre, Garden, Herbal Garden
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
School Library, English Room, Small Group Learning Room, STEAM Room, General Studies Room, Computer Room, Visual Arts Room, Music Room, Dancing Room, Campus TV, Student Guidance Officer's Room, Conference Room, Teaching Resource Room, Gym Room, Chapel.				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			60	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
98%	98%	38%	49%	14%	19%	67%

### Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year		No. of classes	5	5	5	6	5	5	31
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)		No. of classes	5	5	5	5	6	5	31
Mode of teaching at different levels	Our classes adopt co-operative learning in which learning and teaching are conducted through a variety of group activities. In order to address students' diversified learning needs, we design activities to arouse gifted students' learning needs. We launch enhancement programmes for students with outstanding academic achievements in Chinese, English and Mathematics.								
Remarks	Remedial classes are designed for pupils with slower learning progress in order to help them catch up with their studies.								

### 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	There are two tests and two examinations in the whole school year.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	Average placement of students in each grade. We believe that every student is gifted and beloved by Lord so all students grow together with good health and mutual appreciation and become students who can study hard and play hard with good virtues.				

### 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	3:45 PM	1:05 PM - 2:05 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	We encourage our students to participate in "Fruit Day Challenge" and "sportACT Award Scheme". Students are arranged to join the Student Health Service, the School Dental Care Service and immunisation programme of the Department of Health.		1. Morning prayer, Thematic talks at assemblies and Parent-child volunteer activities. 2. Morning reading sessions and Lunchtime concert. 3. Activities in the computer room, school library, Mini Sport Arena during lunch breaks and English room. 4. Students' Work, Bulletin Board, Honor Roll, Spiritual Support Column in every classroom and TTLSK Artist. 5. The school day is from 8:05a.m. to 2:10p.m. every Friday.		

Life-wide Learning

Training: Hong Kong School Speech Festival (Cantonese, English, Putonghua), Chinese Debate Competition, Mathematics Olympiad Competition, Hong Kong School Music Festival and Dance Festival, Hong Kong Schools Sports Federation Competitions.  
Extra-curricular activities: STEAM course, Robot Coding Learning, English Ambassadors, Orchestra, Dance, Sports training (Basketball, Football, Volleyball, Badminton, Table Tennis, Swimming), etc.  
Uniform Groups: Cub Scouts, Brownies, Red Cross Youth.

School Mission

Vision: The School aspires to be an outstanding Christian school in Hong Kong providing quality education and whole-person development to students.  
Mission: Based on the ethos of Christian whole-person education as propounded by the Anglican Church, the School shall nurture and develop students spanning the arenas of morality, intelligence, athletics, community spirit, aesthetics and spirituality.

School Characteristics

School Management
<b>School Management Organisation:</b> Twelve administrative groups and eight functional groups are established to implement school policies.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> A wide range of representatives is formed to ensure a wide spectrum of the school management. Members of the Incorporated Management Committee includes the Principal, educators, and independent figures.
<b>School Green Policy:</b> We raise students' awareness towards environmental protection, resource conservation and greening through a series of environmental education activities: 1. Green Corner and participation in "One Person, One Flower" Scheme 2. Install solar panels 3. Visits and project study 4. 3-colour Waste Separation Bins: enhance students' understanding of the importance of waste separation 5. Go digital: use less paper for administrative documents
<b>School's Major Concerns:</b> 1. Fostering pupils' lifelong and self-directed learning capabilities through the continuous development of school-based curriculum. 2. Nurturing pupils' positive values and attitudes.
Learning and Teaching Plan
<b>Learning &amp; Teaching Strategies:</b> A variety of academic, aesthetic and sports activities as well as uniform group gatherings before or after school are available to extend students' learning. Various learning experiences during and outside formal lessons help enrich students' learning. Cross-curricular lessons planning are made in different subjects to help make students' learning more coherent and holistic.
<b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b> Bearing the school motto "Not to be served, but to serve", Our School is committed to providing high-quality education to nurture our students. Our school has always emphasized on developing school-based curriculum, to foster students' lifelong and self-directed learning and to nurture their positive values and attitudes. We will continue to build on the progress and strengths accomplished over the years and focus on the major renewed emphases to sustain the momentum. Latest development includes betterment of learning time, school-based curriculum for positive values and attitudes, and cross-curricular learning modules. We aim at a school curriculum which can meet the needs of students and social development, keep abreast of the times, and optimize student learning continuously and promote their physical and mental health as well as balanced development.
<b>Development of Generic Skills:</b> We support school-based curriculum and varied learning activities, including Schematic Structure in Writing in Chinese, Fun Readers Guided Reading Programme in English, Model Drawing in Mathematics, STEAM Problem-Based Learning in project study in General Studies, etc. to enrich students' learning experiences. Students are encouraged to utilize information literacy for interactive learning in order to develop their self-learning and generic skills.
<b>Cultivation of Proper Values, Attitudes and Behaviours:</b> 1. We encourage students to follow the Christian spirit and the virtues of Fruit of the Holy Spirit. Different learning activities in Education, Department of Discipline and Counselling as well as Religious Studies, for example, "Personal Act Record", "Pledge of Faithfulness", "Christian Scriptures Sharing", "Gospel Ambassador", "Gentleness Contributions" are conducted to help students obtain positive values and attitudes to become good citizens with a sense of responsibility and commitment. 2. "Rule of Law" and "Financial Management" are added to the curriculum to prepare the students in becoming the pillars of 21st century.
Student Support
<b>Whole School Approach to Catering for Learner Diversity:</b> Under the Whole School Approach, small group learning is offered for students' diversified learning needs.
<b>Whole School Approach to Integrated Education:</b> The 3-tier support models enable our school to flexibly make use of the available resources to support the learning of the students with diversified education needs, through early identification and intervention, betterment of classroom learning and teaching and also a variety of skill training groups.
<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; 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> Chinese, English and Maths remedial classes provide extra learning support. Homework and assessment adaptations are also available.
Home-School Co-operation and School Ethos
<b>Home-School Co-operation:</b> We provide various information for parents through Parents' Day and school notices, Parent-Teacher Association meetings, school webpage and eClass App. The Parent-Teacher Association of our school is established to promote home-school co-operation by conducting regular meetings, annual meeting and organizing activities like picnics, workshops and talks, etc.
<b>School Ethos:</b> We foster students' fortitude, honesty, respect, autonomy and diligence. We also launch a syllabus of patriotism in moral and national education. Students are encouraged to participate in activities to serve the community. We aim to build a caring school campus and healthy community.
Future Development
<b>School Development Plan:</b> 1. SimCity Activity Days are organized to encourage students to speak English purposely and confidently in a variety of situations for communication 2. According to the suggested guidelines by EDB, we develop school-based curriculum to enhance students' English language skills, including Fun Readers Reading Programme, NET Scheme, Phonics Programme as well as P.6 Interview Skills Training 3. Drama education, Schematic Structure in Writing in Chinese and Chinese Culture Day 4. "Model Drawing" in Mathematics 5. Implementation STEAM School-based Programmes 6. Promotion of values education 7. Cross-curricular learning programmes (e.g. Chinese Medicine, Life Learning Education and Life-wide Learning Week)
<b>Teacher Professional Training &amp; Development:</b> To keep abreast of the latest curriculum development, we arrange staff training including professional workshops, experience sharing sessions, seminars, talks, lesson study to enhance teachers' professionalism and subject knowledge.
Others
[The Schools Sports Federation of Hong Kong, China]All Hong Kong Primary School Sports Award Scheme 2023-2024 - Gold Award (Girls); [Hong Kong Joint School Music Association]Joint School Music Competition 2025 Recorder Band & Group Ensemble (String) (Primary) - Gold; [Hong Kong Schools Music and Speech Association]76th Hong Kong Schools Speech Festival - Group Prose Speaking (Cantonese) - First



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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. Yeung Lok Sze	Ms. So Wing Sze	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					60%
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	2005	Chinese (incl.: Putonghua) and English	School Bus	About 8000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

### 2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$40	Fee for specific purpose (\$380)	-

### School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
36	2	1	1	Two basketball courts, a greenhouse and a little infield. Well-equipped rooms with air-conditioners, interactive whiteboard, visualizers and computers
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Library, computer rooms, maker room, music rooms, visual art room, GS room, English room, Cool Think@JC Studio, learning centre, etc.				Ramp, Accessible lift, Accessible toilet and Tactile guide path plan.

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

Number of teaching posts in the approved establishment				68	Total number of teachers in the school		71
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
99%	100%	52%	38%	13%		19%	68%

### 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	Activity Approach, Enquiry Learning and Cooperative Learning are used in all levels to raise students' learning interest and efficacy. Individual support is given to students of different learning styles.						
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	Implement formative, continuous and summative assessment, adopting various assessment elements to appraise students' overall learning performance.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	Mixed ability classes 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	10	30 mins	8:00 AM	2:50 PM	12:30 PM - 1:25 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Through different plans, such as the Life Education Programme, the SportACT Award Scheme, Green Day, the playing time before school and the morning exercise period, healthy habits are set up for students.				

Life-wide Learning

Chinese, English and Putonghua speech clubs, IT challenge award, Robotic club, Dancing club, Choir, JPC, Mathematical Olympiad, Debate, Fellowship and Uniformed Groups, Rope Skipping, different teams in ball games, Fencing, Scouts, Brownies etc.

School Mission

School aims at providing an all-round education and nurturing students' positive values.

School Characteristics

School Management

School Management Organisation:

Under IMC, our school has multiple executive departments and function groups to execute school affairs.

Incorporated Management Committee / School Management Committee / Management Committee:

Incorporated Management Committee is constituted. The committee is composed of 7 sponsoring body managers, 1 alternate sponsoring body manager, 1 independent manager, the school principal (Ex-officio manager), 1 teacher manager, 1 alternate teacher manager, 1 parent manager, 1 alternate parent manager and 1 alumni manager.

School Green Policy:

The school adopts "Carbon reduction. Every step counts." as the goal to encourage students to cultivate environmentally friendly living habits and lead a low-carbon lifestyle which promotes resource recovery and nature conversation. To this end, the school has organized a systematic school-based curriculum and diversified learning activities, such as "Green Day", installing solar panels, promoting the 4R way of life, upcycling waste materials into new materials of greater quality.

School's Major Concerns:

- 1. To build students' self-learning ability.
- 2. Cultivate students' positive attitudes.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. Through a student-centered teaching model, generic skills including problem-solving skills, creativity and critical thinking can be enhanced; With the stimulation of questions which require high-order thinking skills, students' learning motivation can be improved;
- 2. The project-based learning and various self-learning activities enable students to gain greater learner autonomy;
- 3. Multimodal teaching strategies lead to an effective learning environment that improves students' mastery of subject matters;
- 4. Providing diverse learning experiences helps boosting the effectiveness of learning and teaching.
- 5. Make good use of the E-learning platform to strengthen students' mastery of learning content.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. To provide a holistic education based on Christian principals to nurture a positive value.
- 2. To organize diversified and multi-intelligence activities to develop students to their full potential and build students' confidence.
- 3. To use data - driven decision making to maximize the efficacy of teaching practices.
- 4. To launch coding education to make the best of IT and nurture self-directed learning.
- 5. To cultivate a reading interest and habit in students and broaden their horizons by morning reading, cross-curricular reading programme and reading award scheme.
- 6. To foster students' healthy lifestyle through spiritual and health education in the whole - school curriculum.

Development of Generic Skills:

Generic skill Enhancement:

- 1. Group learning tasks that develop collaboration skills.
- 2. Intensive and differentiated writing and speaking activities that improve the communication skills.
- 3. Innovative ideas that stimulate creativity.
- 4. Multi-dimensional thinking strategies that improvise critical thinking skills.
- 5. Include the use of IT in education that improve information literacy.
- 6. Master basic numeracy skills.
- 7. Stimulate and improve the problem-solving skills and critical thinking skills.
- 8. Sharpen study skills by collecting and handling data.

Cultivation of Proper Values, Attitudes and Behaviours:

- 1. Promote a holistic development strategy based on Christian principles, loving the Lord and expressing love for the people to build a harmonious learning environment.
- 2. With a life education approach, provide opportunity to experience the real world through simulated teaching and learning in a virtual environment.
- 3. Personal Growth Education is designed to develop students' strength and a sense of capability to face the challenges ahead. Different approaches are as follows: Primary 1 , 2 and 3 – Picture books; Primary 4, 5 and 6 – School-based curriculum.

Student Support

Whole School Approach to Catering for Learner Diversity:

As to cater for high-ability students, we implement school-based gifted education through the modes of "identifying potential", "equipping skills" and "developing talents". Activities include English videos filming, acapella singing, film education, makes education and strive to enhance students' multiple intelligence. For students with diverse learning needs, appropriate support will be provided accordingly, including streaming classes, group learning, so as to enhance students' learning efficacy.

Whole School Approach to Integrated Education:

Through the Whole School Approach, we help students understand and respect individual differences, create a school spirit of inclusiveness, mutual help and love, and jointly build a caring campus. Student Support Team is set up to provide appropriate support for students with special educational needs, including Enhanced School-base Speech Therapy Service and School-base Educational Psychology Service, homework adaption, pre-class tutoring and after-school training groups to enhance students' learning efficacy.

Curriculum Tailoring and Adaptation:

With the adoption of "Student-centred Approach", our curriculum is tailor made to enrich students' learning experience and enhance their motivation.

Home-School Co-operation and School Ethos

Home-School Co-operation:

- 1. To facilitate the communication and reinforce close cooperation between the school and parents through the Parent-Teacher Association (PTA).
- 2. To establish a partnership between parents and the school and promote the development in academic performance and the physical and mental health of children through a variety of activities organized by the PTA.
- 3. To recruit parent volunteers to facilitate the school activities.
- 4. To bridge the communication between the school and parents by various channels such as regular parent meetings, Parents' Day, school circulars and notices, the school website, Parent App and school newsletters.

School Ethos:

The school cultivates an environment of respect, exemplary conduct, modesty and simplicity, encouraging vibrant and proactive students to actively participate in a variety of activities and community services. The school fosters a strong sense of solidarity among the teachers, parents and students.

Future Development

School Development Plan:

Advocating "Go Fun with Higher Scores", we expect students not only to achieve good academic results, but also to surpass their scores. Through high participation and hands-on practice, they will continue to develop the application of the nine generic abilities and the twelve priority values. Be able to grow up happily, give full play to your potential, and pursue your dreams happily. For more details, please refer to "School Development Plan" and "School Annual Plan" from our school website.

Teacher Professional Training & Development:

- 1. To enhance the efficacy of teaching and learning by promoting effective lesson planning, lesson observation and feedback.
- 2. To advance teachers' professional competency by systematic and continuous professional development.

Others

Encourage students to pursue excellence, and set up scholarships for outstanding students.

Actively promoting environmental protection education, we have been presented the Chief Executive's Award for Teaching Excellence 2022/2023 Certificate of Merit.

Focusing on cultivating students' sense of self-worth and taking a positive attitude towards the community.

Focusing on helping students develop in a variety of ways, they have won many awards in various off-campus subject competitions.



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POA School Net No.

**School Information**

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Sister Li Siu Yung Maria Teresa	Mr. Li Wai Fung	Established	Aided Whole Day	Co-ed	Catholicism
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Incorporated Trustees of The Chinese Sisters of The Immaculate Conception	Please refer to the Chinese version.	1959	Chinese (incl.: Putonghua) and English	School Bus	About 7760 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-					
4Rs Mental Health Charter	-	Whole School Health Programme		-	

**2025/2026 Annual School Charges**

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$30	\$120 for the first semester and the second semester respectively	-

**School Facilities**

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	4	1	1	Dancing Room, Herbal Gallery, Student Study Room, Counselling Room and Parents' Resources Room. Air-conditioned cover playground.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Chapel, Pastoral Room, STR <sup>2</sup> EAM Room, LEGO STEM Lab., Rising Star Media Station, English Wonderland, Music Room, Computer Room, Art Room and Pottery Workshop.				Accessible lift, Accessible toilet and Tactile guide path plan.

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

Number of teaching posts in the approved establishment			55	Total number of teachers in the school		59
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
97%	100%	35%	27%	10%	10%	80%

**Class Structure**

				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year				No. of classes	5	5	5	5	5	30
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	5	5	5	5	5	30
Mode of teaching at different levels				1. Small-class teaching approach is adopted to enhance teacher-student interaction. 2. Diverse teaching strategies to enhance teaching and learning efficacy. 3. After class school-based tutorial lessons to support students' learning diversity.						
Remarks				1. At least one lesson with NETs per week for each level. 2. Putonghua Pinyin is taught in Primary 1. Starting from Primary 2, Putonghua will be the medium of instruction in Chinese lessons.						

**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	A year-round diverse assessment, formative assessment and summative assessment, is conducted to facilitate students' learning. The forms of assessment include written assessment, listening and speaking assessment, attainment demonstration in PE, Art and Music, project learning, students' self-evaluation, peer-evaluation, parents' evaluation, e-learning assessment, 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	Primary 1-3: students are allocated evenly according to their academic performance. Primary 4-6: two classes for more-able students, students of the other three classes are allocated evenly based on 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	35 mins	8:00 AM	3:20 PM	12:20 PM - 1:20 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Established Healthy and Green School Policy and organized a wide range of healthy lifestyle activities e.g. Healthy Lunch Box for Picnic, Reducing the Weight of School Bags Scheme, School Physical Fitness Award Scheme, Joyful Fruits activities, Health Talk (including sex education, anti-drug education, personal hygiene), Health Bulletin Board etc.		Morning assembly is held every morning for prayers and different learning activities. After lunch, students can have fun activities in various special rooms. There are afternoon tutorial classes to allow students to finish their homework at school. Integrated classes and extracurricular activity classes are available on Wednesdays and Fridays afternoon to provide students with a diverse learning experience.		

Life-wide Learning

We provide a wide range of ECAs, including Young Pioneers of Christ, Orchestra, Choir, Ballet Class, Chinese Folk Class, Pottery Class, Chinese Culture Ambassador, English Ambassador, English Drama, Speech Training class, Mathematical Olympiad Class, Lego EV3 Robotics Course, Programming Course, Science Elite Training, Football Team, Volleyball Team, Basketball Team, Athletic Team, Table Tennis class, Swimming Team, Martial Arts class, Skipping Team, Hong Kong Road Safety Patrol, Flag-guards Team, Environmental Protection Ambassador, etc.

School Mission

To follow the teaching of Christ and to spread the gospel to the whole world; make concerted efforts to educate and nurture young people according to the educational beliefs of the Catholic Church; provide a balanced, whole-person education to enable students to develop spiritually, morally, intellectually, physically, socially and artistically so that they can treasure life and follow the spirit of Christ to love and serve all mankind; appreciate the values of Chinese culture and its social norms; have a passion for life and enjoy a quality of life with a healthy balance between the material and spiritual. (Due to the word limit, please refer to our school website for the full version.)

School Characteristics

School Management

School Management Organisation:

Incorporated Management Committee (IMC) is established to implement a structured accountability framework. School principal, vice principals, administrative committee and all task force and working groups collaborate together to plan, implement, manage and monitor different tasks.

Incorporated Management Committee / School Management Committee / Management Committee:

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

School Green Policy:

Our school has been awarded with different environmentally friendly prizes. In order to develop our pupils' environmental friendly attitude, different environmental friendly activities, including students' talks, plant growing competitions, are always organised. Green messages are often shared on different platforms.

School's Major Concerns:

- 1. To cultivate students' positive values in the spirit of the gospel.
- 2. To stimulate students' learning motivation, strengthen self-learning ability, and expand learning opportunities.

Learning and Teaching Plan

Learning & Teaching Strategies:

Our school adopts a small-class teaching approach, which aligns with cooperative learning and higher-order thinking skills in order to facilitate students' learning. Our school strives to develop E-learning and STR<sup>2</sup>EAM in our school-based curriculum so as to cultivate students' innovation and passion in learning Science. Through a variety of learning activities, students are able to have meaningful learning experience and broaden their horizons.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Strengthening values education and national identity; better catering for learner diversity; reinforcing STR<sup>2</sup>EAM education; strengthening cross-curricular learning and reading across the curriculum for developing lifelong learning capabilities; and enhancing assessment literacy for promoting learning and teaching effectiveness.

Development of Generic Skills:

Our school cultivates students' generic skills through different learning subjects and life-wide learning activities. In particular, students' study skills will also be enhanced through conducting our thematic project learning, STR<sup>2</sup>EAM.

Cultivation of Proper Values, Attitudes and Behaviours:

Integrate the school's mission, school motto, the five core values of Catholic Education, twelve priority values and attitudes, etc. to form a school-based value education framework. We also design educational activities for students to promote value education and cultivate students' good character and behavior. We hope that these educational activities may lead students to live a life according to the spirit of the Christ and nurture students to become good citizens.

Student Support

Whole School Approach to Catering for Learner Diversity:

Policies include: small-class teaching approach, support for transition from Kindergarten Three to Primary One and from Primary Six to Secondary One, Student Support Team, remedial classes, after-school homework tutorials, after-school learning & support programme, gifted programme, Understanding Adolescent Project, "We Did It! - Parent-child volunteering" Award Scheme etc.

Whole School Approach to Integrated Education:

Student Support Team is established. Our Special Educational Needs Coordinator (SENCO) is responsible for formulating and implementing the Whole School Approach to Integrated Education in order to provide support to students with special educational needs. School-based educational psychologist and school-based speech therapist will help to identify and provide counselling support to students with special educational needs.

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

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

Curriculum Tailoring and Adaptation:

Our school-based curriculum is designed according to our students' needs. Our school provides measures such as curriculum adaptation, homework adaption and assessment adaption to cater for learner differences. Other measures such as enrichment classes, after-school remedial classes together with an efficacious allocation of class policy are adopted to meet the needs of students of different ability.

Home-School Co-operation and School Ethos

Home-School Co-operation:

PTA organizes various activities for students and parents in order to foster child-parent relationship. Our school holds meeting with PTA committees regularly to discuss school policies as well as to enhance home-school cooperation. Parents are enthusiastic in volunteering to our school's activities.

School Ethos:

Our school has a good reputation and we emphasize on students' value education through conducting religious activities, moral and civic educational activities in order to nurture students a positive attitude in life. Our student guidance and discipline team takes care of students' emotions or misbehavior. We strive to provide a caring atmosphere at school so that students learn to show respect and love for one another.

Future Development

School Development Plan:

The aims of our school development plan are to continue to promote the five core values of Catholic education and enhance the curriculum and teaching and learning skills to foster students' learning ability and build up students' positive values. For more details, please refer to "School Development Plan" and "School Annual Plan" from our school website.

Teacher Professional Training & Development:

Our school provides an all-round professional training to teachers, including Teachers' Development Day, Teaching Induction Programme, Open Classrooms, Collaborative Lesson Planning, Peer Observation, Teaching and Learning Seminars, Professional Training Programmes and so on to excel teachers' teaching and learning skills.

Others

Our school's Secondary School Places Allocation result is remarkable. In 2023/2024, 95% of P.6 students enrolled in their first 3 choices of secondary schools. Our school provides different scholarships as to reward students with excellent performance in morals, academic and extra-curricular activities. Our students participate in various inter-school academic and non-academic competitions actively and get extraordinary results. There is a "No Homework Reading Day" for Primary One and Primary Two students in order to cultivate students a good reading habit. In recent years, our school organizes various Study Tours outside Hong Kong to broaden students' horizons. Furthermore, we have extra NETs to foster an English learning environment for students.





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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. Balubun Anthonius Reynolds	Mr. Yung Wai Hung	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					73%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Catholic Diocese of Hong Kong	Respect God and live a life of love. Be learned and adhere to morals.	1996	Chinese	School Bus	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	-	Whole School Health Programme		Pledged School	

2025/2026 Annual School Charges

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

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	3	1	1	Canteen, Activity Room, Basketball Court, Volleyball Court, Fish Pond, Chapel, PTA Centre, Group Study Rooms, Medical Room, On-campus Wi-Fi Connection
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Art room, Music room, Science room, Maker Lab, Games room, Campus TV, Table Tennis Room, Virtual Reality Learning Lab, Theatre Almanax and Steam Lab.				Ramp and Accessible Lift.

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		62
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
89%	100%	29%	53%	35%	29%	36%

Class Structure

				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year				No. of classes	5	5	5	5	5	30
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	5	5	5	5	5	30
Mode of teaching at different levels		Our school uses a variety of teaching and learning strategies to cater for learners' diversity. We have adopted a student-centered approach; they work together to achieve shared goals. Furthermore, we encourage students to be self-motivated to inquire and pose questions during their learning process. Through this learning process, students can construct their own knowledge.								
Remarks		Learning should be student-centered, nurturing their individual talents and enhancing their learning efficiency.								

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. Formative Assessment: performance in class; assignment; worksheets; dictation; learning logs; project report; regular checking; making real objects, etc. 2. Summative Assessment: examinations.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							No
Streaming arrangement	Mixed ability classes in P.1 and P.2. Starting from cohort 2024-2025, streaming according to academic results will start from P.3.						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	10	35 mins	8:10 AM	3:30 PM	12:10 PM - 1:10 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Healthy School Policy: Joyful Fruit Month, Bright Smiles Mobile Classroom, Straighten Up School Campaign by Children Chiropractic Foundation, MVP60.		A pleasant learning environment is provided for students with flexible utilizing full-day learning time. The morning session is dedicated to core subjects, while the afternoon is enhanced with multiple intelligence classes, including FUN, values education, computer education classes, ECA activities on Fridays, Interdisciplinary Learning, School Team Trainings and pull-out sessions for gifted groups.		



Life-wide Learning

All-rounded Education programmes on: Choral speaking, STEAM, Drama, Mathematical Olympiad and Visual Arts.

Sports programmes: Swimming, Skateboarding, Handball, Floor Curling

Music programmes: Chinese musical instruments, Chinese Opera, Handbell and Chinese Bass Drums

Uniformed groups: Cub Scouts, Brownies, Teatism Alliance and Flag-guards

Others: Campus TV, Chinese dance, K-Pop Dance, My Movieland, Board Games, Martial Arts and Taekwondo

School Mission

We have been striving to create a pleasant learning environment with well-rounded education for our students. We cater for the diverse needs of students to help them develop their potential.

School Characteristics

School Management
<b>School Management Organisation:</b> With the development of organizational structure based on the Performance Indicators for Hong Kong Schools, continuous self-improvement is promoted through putting in place a systemic Planning-Implementation-Evaluation (P-I-E) cycle to enhance schools' sustained development in different domains, subjects, curriculum planning, teaching and all other aspects.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> Our IMC consists of 15 members. There are 9 sponsoring body managers, 2 teachers, 2 parents, 1 alumni manager and 1 independent manager.
<b>School Green Policy:</b> 1. We have been granted the 'Environment and Conservation Fund' to formulate the green policy. 2. We have joined "Green Schools 2.0 - Energy Smart" and 'Solar Harvest - Solar Energy Support Scheme for Schools and Welfare Non-Governmental Organizations' to cultivate a green school culture by adopting energy efficient systems and innovative technologies. 3. We take part in "Jockey Club BEAM Plus in School Projects" which aims to reduce the carbon emission by carrying out retro-fitting works and educate the importance of carbon reduction to tackle climate change.
<b>School's Major Concerns:</b> We are committed to implementing the set of expectations stated in "the T-standard+" in the four domains including 'Management and Organization', 'Learning and Teaching', 'Student Support and Student Ethos' and 'Student Performance' to nurture proactive learners with competences in constructing knowledge. It is our mission to empower our students to be eager, intelligent and disciplined learners.
Learning and Teaching Plan
<b>Learning &amp; Teaching Strategies:</b> Being the co-ordinator of Quality Education Fund Thematic Networks, the participating school in the IT in Education Centre of Excellence (CoE) Scheme and serving as the resource school in CoolThink@JC, we offer professional support to other schools including promotion of the use of IT at school and formation of learning groups on game-based learning. With a wide range of learning elements including Chinese culture, movies and picture books appreciation, board games, educational electronic games, STEAM and virtual reality technology, students will be able to learn interactively with authentic and challenging contexts created.
<b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b> Our school offers a well-balanced education for the development of the whole person by e-learning, provision of student-oriented activities in afternoon sessions, putting emphasis on the seven learning goals by integrating organically in, connecting naturally with the curriculum and making use of Performance Indicators and School Self-evaluation Tools. 1. Understand our country and the Chinese culture, and cultivate a sense of belonging and national identity towards our country through national education and national security education; 2. Know how to distinguish right from wrong, fulfill their duties as members of the family, society and our country, and demonstrate positive values and attitudes such as perseverance, respect for others, integrity and care for others, as well as thoughtful and sensible judgements and behaviours; 3. Be equipped with a solid knowledge base and perspectives across the eight Key Learning Areas (KLAs) to facilitate personal growth and development.
<b>Development of Generic Skills:</b> We adopt Apprenticeship Education to enable students to develop their potential through theme-based learning with the use of interdisciplinary media. The wide range of themes, including history, literature, culture, art and STEAM help students develop and apply the generic skills learned, ranging from analytical thinking to effective acting, relationship building to social awareness.
<b>Cultivation of Proper Values, Attitudes and Behaviours:</b> We are committed to providing a holistic education based on Christian principles and Chinese cultural values by incorporating them into both formal and informal curricula. We provide our students with a positive learning environment where they achieve a spiritual, moral, intellectual, physical, social and aesthetical balance.
Student Support
<b>Whole School Approach to Catering for Learner Diversity:</b> We adopt learning and teaching strategies and offer small group remedial classes, small group teaching, individual education plans, School-based After-school Learning and Support Programmes, school-based curriculum and lesson studies to build an inclusive school culture.
<b>Whole School Approach to Integrated Education:</b> With the Student Support Team, the 3-Tier Support Model is effectively adopted to allocate appropriate resources to students with special educational needs. The Early Identification and Intervention Programme for Primary One Students with Learning Difficulties, School-based Educational Psychology Service, School-based Speech Therapy Service and various training sessions are provided to cater for learners' diversity.
<b>Curriculum Tailoring and Adaptation:</b> We provide enhancement and remedial programmes to cater for learners' diversity to unleash the potential of students. Tiered assignment and assessment accommodations are made for students with special educational needs.
Home-School Co-operation and School Ethos
<b>Home-School Co-operation:</b> We maintain a close relationship with the parents through parent volunteer teams, various workshops and activities organized by the Parent-Teacher Association.
<b>School Ethos:</b> 1. Our school adheres to the core values of Catholic education to practise holistic Christian education. With integration of guidance and discipline service, we nurture students to possess the 'St. Edward's qualities'.  2. We aim at fostering students' the twelve priority values and attitudes: "Perseverance", "Respect for Others", "Responsibility", "National Identity", "Commitment", "Integrity", "Benevolence", "Law-abidingness", "Empathy", "Diligence", "Unity" and "Filial Piety".
Future Development
<b>School Development Plan:</b> 1. Foster core values to excel 2. Nurture a sense of patriotism and promote creative learning 3. Cultivate diverse interests to enhance holistic development
<b>Teacher Professional Training &amp; Development:</b> We organize teachers' development day, subject-based training, lesson study, peer observation and so on. These help teachers learn together with a view to enhancing quality of teaching and learning.
Others
Please refer to our school website: <a href="http://www.stedward.edu.hk/">www.stedward.edu.hk/</a>



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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. Wan Kwok Kwong	Principal U Man Ching	Established	Aided Whole Day	Co-ed	Catholicism
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Catholic Diocese Of Hong Kong	Be Strong and Realize the Truth	1962	Chinese	School Bus; Nanny van	About 2700 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
-			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

### 2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$40	\$300 (To improve school equipment, teaching materials and educational services)	-

### School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	1	1	1	Campus TV station
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
11 special rooms: multi-purpose rooms, English corner, dancing room, music room, computer room, visual art room, meeting room, study room and prayer 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				46		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%	33%		69%		44%		17%		39%	

### 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 small class teaching. We also teach cooperative learning skills and create a language-rich learning environment to equip our students with language skills for the purpose of enhancing their English and Putonghua proficiency.								
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	Besides summative assessments, we have formative assessments that include project learning, observation, learning attitude, 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 classes.				

### School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	10	30 mins	8:15 AM	3:20 PM	12:30 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	To develop students' healthy eating habits and encourage students to participate in sports regularly, we join "Joyful Fruit Month", "EatSmart School Accreditation Scheme" and SportAct Programme.		We provide diversified activities to cater for learners' diversity, e.g. school-based personal growth education lesson, library lesson, English/Putonghua morning assembly, remedial teaching group, tutorial session and Interest Groups. Besides, computer room and library are opened to students during lunch time and after school hours.		

Life-wide Learning

- 1. Uniform teams: Cub Scouts, Brownie, Red Cross, H.K. Road Safety Patrol, Holy Christian Ambassadors, Junior Police Call and Community Youth Club.
- 2. After school activities: Ball games, Folk dancing, Chinese folk craft, English conversation class, Visual art courses, Micro:bit, Choir and African drum.
- 3. Training classes for the school team: Ball games, Fencing, Athletics, Choral speaking, Folk dancing, Lion dance, Drama and STEM courses.

School Mission

Our mission is to aim at the development of our students’ moral, intellectual, physical, social aesthetic and spiritual values and for them to: follow the teachings of St. John the Baptist and spread the gospel; care for others and help to build a just and compassionate society; love their country and appreciate their culture.

School Characteristics

School Management
<b>School Management Organisation:</b> Incorporated Management Committee represents the highest authority. Under the leadership of Incorporated Management Committee, communication with School Consultative Committee, School Executive Committee and Parent-teacher Association is viable. Daily operation of the school is managed by the Executive Committee.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> The school adopts 'School Based Management'. The Incorporated management committee is composed of the school supervisor, principal, teachers, parents and alumni, as well as representatives from the educational and religious sectors.
<b>School Green Policy:</b> We encourage teachers and students to develop green habits. Student Environmental Protection Ambassadors promote environmental awareness. We participated in Green Elites Campus Accreditation Programme aims to encourage students to promote environmentally-friendly lifestyles. To promote the importance of energy saving and conservation among students through campus greening, recycling activities, using energy-saving appliances and electronic notices.
<b>School's Major Concerns:</b> 1. Promote values education ,cultivate students' good moral character ,and promote students' physical ,mental and spiritual health. 2. Promote and enrich students' learning experience while improving teaching and learning effectiveness.
Learning and Teaching Plan
<b>Learning &amp; Teaching Strategies:</b> 1. Improve students' abilities and attitudes towards self-directed learning continuously. 2. Expand differentiated learning and teaching strategies, optimize classroom design, and enhance students' learning interest and effectiveness. 3. Create flexible classroom environments to accommodate various learning styles and diverse needs, fostering a richer educational experience for students. 4. Optimize current school-based assessment policies and forms to promote student learning. 5. Expand students' reading experience and cultivate students' reading habits and interests.
<b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b> 1. To foster students' positive values and attitudes. 2. To enrich students' learning experiences through organizing Life-wide learning activities. 3. To cultivate a sense of belonging and national identity towards our country through national security education.
<b>Development of Generic Skills:</b> Higher order thinking skills and creative thinking skills have been used in regular lessons and other learning activities. Moreover, through project learning and life-wide learning activities, students develop their multiple intelligences.
<b>Cultivation of Proper Values, Attitudes and Behaviours:</b> Through religious cultivation and the support of various key learning areas and subject teaching, students' knowledge, skills and positive values are established. Together with the provision of various life-side learning activities like those in life-education as well as moral and civil education..., these entire arrangements enrich students' multiple learning experiences and foster their positivity.
Student Support
<b>Whole School Approach to Catering for Learner Diversity:</b> We have 16 pull-out learning groups (P.2-P.6) and 13 remedial classes to help students with learning difficulties in Chinese, English and Mathematics studies. We make use of "The Hong Kong Jockey Club Life-wide Learning Fund", 'School-based After-school Learning and Support Programme' to support the students to participate in after-school activities with a view to facilitating their whole-person development and personal growth. To cater for students' learning needs: courses of interest would be opened to nourish talents in specific fields.
<b>Whole School Approach to Integrated Education:</b> Student Support Team members include the vice principal, Special Educational Needs Coordinator, Special Educational Needs Support Teacher, the school social worker and subject teachers. We use Learning Support Grant to employ additional teachers, teaching assistants and provide professional support services. We arrange School-based Educational Psychology Service, Enhanced School-based Speech Therapy Service, occupational therapeutic services, learning groups, assessment and homework accommodation to cater for students with special educational needs. We value home-school co-operation, hence teachers and school-based speech therapist strengthen their communication with parents.
<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. We procure Chinese learning and teaching resources, organize Chinese culture activities and translate school circulars as needed.
<b>Curriculum Tailoring and Adaptation:</b> Through Collaborative Lesson Planning to develop a school based curriculum adaptation. Through different learning strategies and school work to take care of different students' learning needs. Teachers in a supporting group have personal adaptations in curriculum for students who have special learning needs.
Home-School Co-operation and School Ethos
<b>Home-School Co-operation:</b> 1. Through Parent Teacher Association and The Parents Team, we can maintain a close relationship between the school and the families. 2. Workshops & Educational Seminars for parents. 3. The parent volunteers actively participate in school activities throughout the year.
<b>School Ethos:</b> 1. Love for Jesus and people, love each other and integrate well. To uphold and pass on the core values of Truth, Justice, Love, Life and Family to our students to prepare them for their life and future responsibilities. 2. Guidance and discipline work to facilitate the all-round development of students. 3. Through the Intensive Learning Support Scheme, different needs of students have been taken care of. 4. Strengthen the service periphery of the Parents Team to work out a relationship between parents and the school. 5. Through uniform team such as Cub Scouts, Brownie, Red Cross, Holy Christian Ambassadors, Environmental Protection Ambassadors, students achieve the educational goal of "love for Jesus and people, service for the community".
Future Development
<b>School Development Plan:</b> 1. To arouse students' learning interest and lifelong learning, STEAM and Information Technology education are implemented, e-Learning tools are adopted in teaching and learning. 2. To develop an ever-improving capability to use English, Chinese and Putonghua, the school enriches the language learning environment inside and outside the classroom. Teachers use Putonghua to teach Chinese in P.1-P.4. 3. To emphasis on the balanced development of students' knowledge, skills, values and attitudes, the school guide students to learn through the implementation of Inquiry-based learning. 4. To nurture students as self-directed learners through effective teaching and learning strategies. 5. To cater for students' learning needs, the school actively develops school-based curriculum, as well as learning and teaching strategies to support student learning.
<b>Teacher Professional Training &amp; Development:</b> Through collaborative lesson planning and peer lesson observation to develop a school based professional development program for teachers. To encourage a cooperation culture and experience sharing between teachers. Enhance the efficiency of teaching and learning. We arrange various kinds of teacher development activities to enhance teaching and learning skills.
Others
Speech Festival (Chinese Speech, English Speech, Dramatic Scene), Music Festival; Study Tour: Guangzhou Architectural and Historical Educational Tour, Taipei Educational Tour, Singapore Educational Tour, Japan Educational Tour, Xian Historical Study Tour, Jiangxi Sister School Study Tour, Korea STEM Learning Tour; Scholarship: Rev. Bro. Paul Sun Educational Funds.



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POA School Net No.

## School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Rev. Chan Yuk Sun	Ms. Yeung Pui Ling	Established	Aided Whole Day	Co-ed	Protestantism / Christianity
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Lutheran Church Hong Kong Synod Ltd	Please refer to the Chinese version.	1969	Chinese	School Bus; Nanny van	About 5000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
-			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

## 2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	-	\$300 (Special purpose charges)	-

## School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	Campus TV Station, Book Castle, IT Interactive Zone, Art Gallery, World of Religion and Art, Fitness Kingdom, Chinese Cultural Area.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Computer Room, Music Room, Dancing Room, Language Room, Art Room, Religious Room, STREAM Room, Yung Siu Sun 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				48	Total number of teachers in the school		49
Qualifications and professional training (%)				Years of Experience (%)			
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above	
100%	100%	22%	98%	14%	16%	70%	

## 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	Our school adopts diversified teaching strategies to cater for students' different learning needs and develops students' self-learning abilities.							
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	Using diversified assessment modes, emphasizing on formative assessment in order to understand students' learning progress.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	Streaming is based on students' conduct and academic performances.				

## School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:00 AM	3:20 PM	12:30 PM - 1:25 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Our school aims at cultivating in students a healthy lifestyle. We implement the Healthy School Policy and hold different kinds of activities regularly e.g. Fruit Day, Cleaning Day, health talks, talk on eye health, morning jog, morning stretch, doing exercise at recess, various recess activities, sportACT Award Scheme, MVPA60 Award Scheme and School Physical Fitness Award Scheme.		Recess after lunch time (1:05p.m.-1:25p.m.)		

Life-wide Learning

Our school provides a great variety of extra-curricular activities for students, including music, art, sports, academic, STEAM and interest groups of all aspects. There are in total eight uniform groups, including the Flag Raising Team, St. Matthew's Pioneers, Boy Scouts, Brownies, Boys' Brigade, Red Cross, CYC and JPC.

School Mission

Our school is a Christian school that provides all-round education for students. Students grow up in a caring and pleasant environment. Based on the Biblical faith, they learn to be well disciplined, ready to serve and make contributions to the society when they grow up.

School Characteristics

School Management

School Management Organisation:

Under the IMC management, our school has formed a number of administrative as well as subject teams for effective school management.

Incorporated Management Committee / School Management Committee / Management Committee:

Our school has set up St. Matthew's Lutheran School (S.M.P.) Incorporated Management Committee since 2005. Managers come from different professionals, including pastor, doctor, district councillor, social worker, consultant etc.

School Green Policy:

We establish "Classroom Environment Rules" and set up "School Campus Green Corner". Besides, we carry out "Little Environmental Pioneer" Campaign.

School's Major Concerns:

- 1. Deepen self-directed learning and inspire students' multiple intelligence.
- 2. Strengthen national education and continue to develop positive attitude as the school culture.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. To develop students' self-directed learning abilities through curriculum design in different subjects.
- 2. To introduce STREAM elements in the curriculum, teach basic programming concept to train students' self-learning ability.
- 3. To make good use of e-learning tools or platforms to strengthen students' learning motivation.
- 4. To develop students' high order thinking skills through different teaching strategies and various levels of questioning techniques.
- 5. To use different strategies to optimize classroom teaching to cater for learner diversity.
- 6. To promote national education to deepen students' understanding of their motherland and Chinese culture.
- 7. To promote 'Reading to Learn' and build up a life-long reading habit in students.
- 8. To arouse students' interests and widen their learning experiences through visits, subject-based activities and student exchange programmes.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Strengthen STREAM Education - Design cross-curriculum learning activities or activities with STREAM elements to increase students' opportunities to participate in science and technology activities and enhance their interest and ability in learning STREAM. For example, computer science cooperates with various subjects to promote programming education; General Studies project infiltrates STREAM elements, Maths Day, STREAM DAY (scientific inquiry), Microbit math games, English subject Scratch Jr X animation story production, school-based AI courses, etc.

Development of Generic Skills:

To develop students' generic skills through class activities, project learning, all-round and cross-curricular learning programmes.

Cultivation of Proper Values, Attitudes and Behaviours:

- 1. The school cultivates in students' positive values and attitudes through religious lessons, assembles, national security education activities, life education lectures, growth development lessons, as well as positive psychological activities and reward programmes.
- 2. Arrange learning activities which aim at strengthening the promotion of Chinese cultural knowledge and positive values in a multi-approach model, so as to deepen students' understanding of the country and national identity.

Student Support

Whole School Approach to Catering for Learner Diversity:

A variety of learning experiences are provided to foster the potential of gifted students and develop their multiple intelligences. To support students with different learning needs through 'Whole School Approach', our school is committed to building an inclusive culture around the campus.

Whole School Approach to Integrated Education:

Based on five underlying principles, namely Early Identification, Early Intervention, Whole School Approach, Home-school Co-operation and Cross-sector Collaboration, our school has adopted a Three-Tier Support Model to implement integrated education.

To accommodate the learning needs of students, different ways of support are provided for students with different learning styles, including remedial class, remedial groups, tiered assignments, homework tailoring and assessment accommodation, training on emotional management, Enhanced School-based Speech Therapy Service, Chinese Reading and Writing Groups, Chinese and English Remedial Groups and individual education plan.

Curriculum Tailoring and Adaptation:

To cater for learner diversity through various learning and teaching strategies, curriculum tailoring and assessment adaptation.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The Parent-Teacher Association works closely with the school to promote the healthy growth of students both physically and mentally. After the establishment of Positive Parent Academy, parents can better understand their children's needs and enhance children's positive psychological development through parent education seminars or parent-child activities. In addition, PTA holds "Parents' Chatting Time" to facilitate communication between parents, allowing them to share their experiences on teaching their children. Furthermore, the school organizes a parent volunteer team to help promote school affairs and enhance the spirit of home-school cooperation.

School Ethos:

A community with a simple, unsophisticated and dedicated learning atmosphere. Our school aims at promoting life education, cultivating students' positive outlook on life and creating a positive and healthy campus. Life education talks are arranged. Besides, teachers write prayer cards to express their love for students and let students feel the teachers' care. In addition, we build up a culture of caring and inclusiveness among students. For example, the "Little Teacher Project" is implemented, with senior students being tutors of the students with special needs. We also recruit students to serve as environmental protection pioneers, sports ambassadors and campus cleanliness teams so as to establish a caring campus culture.

Future Development

School Development Plan:

- 1. Focus, continue and deepen the promotion of self-directed learning.
- 2. Develop school-based STREAM courses.
- 3. Continue to nurture culture of positive education in the school campus.

Teacher Professional Training & Development:

To enhance teaching effectiveness through school-based teachers' development activities, curriculum studies, collaborative lesson planning, peer lesson observation and teachers' workshops.

Others

- 1. There is outstanding result in the SSPA placement every year. More than half of the students have been allocated to prestigious secondary schools in various districts of Hong Kong.
- 2. More than 100 graduates attained the first five places in exams in their secondary schools in the past five years.
- 3. Gifted Education for All, providing various gifted education courses.
- 4. We offer various trial lessons for K3 students every year, which are very popular among parents and students.



# 基督教聖約教會堅樂小學

## The Mission Covenant Church Holm Glad Primary School

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POA School Net No.

### School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Lai Shu Ho Patrick, JP	Principal Sze Tak Ngan	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 Mission Covenant Church	The fear of the Lord is the beginning of wisdom, and knowledge of the Holy One is understanding.	2001	Chinese	School Bus	About 6200 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-				Yes	
4Rs Mental Health Charter	Yes	Whole School Health Programme		Pledged School	

### 2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$40	Charges and Fees for Specific Purposes fee \$310	-

### School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	5 group activity rooms.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
7 rooms (Activity Room, Computer Room, English Room, Visual Arts Room, Music Room, General Studies Room, Multi-learning Room).				Accessible toilet.

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

Number of teaching posts in the approved establishment			56	Total number of teachers in the school		66
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%	24%	35%	14%	9%	77%

### Class Structure

				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year				No. of classes	5	5	5	5	5	30
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	4	5	5	5	5	29
Mode of teaching at different levels		(1) Small-class teaching shall be implemented schoolwide, with cooperative learning and small-group teaching employed during classroom instruction. (2) The Chinese Language subject for gifted classes will use Putonghua as the medium of instruction. (3) Special training for gifted students based on their categories and 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					Yes
Diversified Assessment for Learning	Homework, self assessment, peer assessment, formative assessment, performance tasks, online 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	Mixed ability in lower primary, streamed according to academic performance in upper primary.				

### 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 - 2:05 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Students join the Physical Fitness Scheme. They do exercise in the morning assembly weekly. Students are encouraged to eat more fruit in the "Happy Fruit Day" which is implemented by the Department of Health.		Assembly, Life Education lesson and Library lesson are organized weekly. Interest group and student fellowship are carried out on Fridays from 14:15 to 15:00. Mini English Day is on Thursdays. Putonghua Day is on Wednesdays. Assembly, moral civic education and booking sharing are held every week. In order to cultivate students' reading habit, the school arranges reading time in the morning and afternoon every day.		

Life-wide Learning

Chinese cultural ambassador, English ambassador, Chinese debate team, Campus reporters, English drama team, Mathematics team, General knowledge team, Creative art team, little potters, choir, percussion band, wind band, varied jumping rope team, Taekwondo team, Swimming team, Athletics tournament, Athletics team, Football team, Basketball team, Volleyball team, Table tennis team, Badminton team, Dodgeball team, Putonghua speech training class, Brownie, Cub scouts, Junioract club of HGPS, Information technology team and Digital media team, etc.

School Mission

Education with care, Whole-Person Development.  
We do our best to provide students with excellent and joyful learning environment, lead students to understand Christianity Chinese culture, and establish positive values.

School Characteristics

School Management

**School Management Organisation:**  
We have different administrative groups to work in different areas, including administration section, curricular development section, teaching affairs section, student affairs section, information technology section, special educational needs section, guidance and counselling section, life-wide learning section, national-security education section, values education and religious section, extra-curricular activity section, school promotion and general affairs section etc.

**Incorporated Management Committee / School Management Committee / Management Committee:**  
The Incorporated Management Committee was established in August, 2008, with Staff Committee, Finance Committee and Learning and Teaching Committee.

**School Green Policy:**  
Recycle bins are available in the school campus to encourage students to protect the environment and save resources. PTA helps to collect and give out old books and old school uniforms.

**School's Major Concerns:**  
(1) Cultivate students' ability for self-directed learning, enabling them to become lifelong learners.  
(2) Foster positive values for a healthy life.

Learning and Teaching Plan

**Learning & Teaching Strategies:**  
1. Carry out cross-subjects teaching with special theme, such as environmental protection, healthy lifestyle, Chinese culture.  
2. Co-planning, lesson demonstration, lesson study and peer lesson observation.  
3. Support from EDB and universities to enhance the school-based curriculum.  
4. Recruit extra NET teacher, enforce the language learning atmosphere.

**Development of Major Renewed Emphases of the Primary Education Curriculum:**  
1. Strengthening values education, such as healthy lifestyles, Chinese culture education and national security education.  
2. Reinforcing STEAM education, and nurturing students' media and information literacy.  
3. Making good use of learning time and space to promote healthy lifestyles and mental development.

**Development of Generic Skills:**  
Through different learning activities and cross-subjects teaching with special theme help students to acquire nine generic skills.

**Cultivation of Proper Values, Attitudes and Behaviours:**  
Our mission is to fully meet the educational, emotional and spiritual needs of our pupils and to promote positive values and attitudes. We aim to foster strength, happiness, responsibility, honesty, integrity, loyalty and respect to enable our pupils to become caring and valuable members of society.

Student Support

**Whole School Approach to Catering for Learner Diversity:**  
1. Employ more teachers and teaching assistants to take care of weaker students.  
2. Enhance the smooth transition from kindergarten to primary school, helping primary one pupils adapt to a new school life.

**Whole School Approach to Integrated Education:**  
Set up Students' Support Team to facilitate students learning. The Student Support Team consists of the following members: principal, vice principal, Special educational needs coordinator, Special educational needs support teachers and school social worker.

**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:**  
Co-planning for all levels and all subjects and to set up core curriculum and extensive curriculum.  
After school tutorial classes and elite classes are available.

Home-School Co-operation and School Ethos

**Home-School Co-operation:**  
We have set up our Parent – Teacher Association. PTA annual meeting, parent-child activities, parents education courses and volunteer training courses will be held regularly. In order to enhance the understanding of parents about primary school life, we organize lunch with Primary 1 parents, school picnic and Parents workshops. In addition, Parents Day, Parents seminars and workshops are organized every year.

**School Ethos:**  
The school ethos combines the Christian culture of caring and to build up knowledge, skills and character to achieve the all-round development of students.

Future Development

**School Development Plan:**  
1. Cultivate students' ability for self-directed learning, enabling them to become lifelong learners.  
2. Foster positive values for a healthy life.

**Teacher Professional Training & Development:**  
Enhance collaboration between teachers, establish a caring team with mutual support to raise teaching effectiveness.

Others

Our school sets up scholarships to reward students with excellent academic performance and outstanding performance.





福建中學附屬學校  
Fukien Secondary School Affiliated School

Yau Tong Estate Phase 2, Kwon Tong, Kowloon

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http://www.fssas.edu.hk

Not  
applicable

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Chow Kuen Kuen	Ms. Hsu Au Yee Wah Eva	Not Applicable	DSS Whole Day	Co-ed	Not Applicable
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					Not Applicable
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Hong Kong Fukien Chamber Of Commerce Education Fund Ltd	In pursuit of truthfulness and perfection, Love, Hope, Integrity, Faith.	2009	English	School Bus	About 6200 Sq. M
Through-train Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
Fukien Secondary School					
			Yes		Yes
4Rs Mental Health Charter	-	Whole School Health Programme		-	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
\$44,000 in 10 instalments#	-	\$50	-	Some textbooks, School Bus, Lunch, Interest class

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	2	1	Students use information technology (P.3-P.6) to support learning, and a 21st-century Teaching Analysis Laboratory is also established.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
4D Immersive Space, AI Lab, Steam Playground, Collaboratory Lab, Teaching Analysis Lab, Gymnasium, Unicycle Path, Ceramic Studio, CoolThink Lab, Life Education, Subject Learning Rooms, Table Tennis Court, Theatre, Basketball Court, Dance Room				Ramp, Accessible lift, Accessible toilet 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			-	Total number of teachers in the school		85
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
89%	100%	31%	-	39%	21%	40%

Class Structure

				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year				No. of classes	4	4	4	4	4	24
2025/2026 school year (Based on the approval of EDB in 2025)				No. of classes	-	-	-	-	-	-
Mode of teaching at different levels		4 classes split into 5 small groups with 25-27 students each; Maximum 30 students per elective course; Homeroom teaching is adopted in P.1-2; English is the medium of instruction, except Chi taught in PTH; Character building is integrated with "Leader in Me: 7 Habits."; Focus on academics, STEAM, and digital literacy; Lessons are interactive and activity-based, emphasizing self-directed learning.								
Remarks		P.1-P.2: A NET and a local teacher co-teach the main subjects. P.3-P.4: Small group learning is implemented for Chinese, English, and Mathematics lessons. P.5-P.6: P.5-P.6: literature learning through drama by a NET. P.3-P.6: Half of the academic lessons adopt co-teaching and extensively incorporate e-learning.								

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)	0	Number of exam(s) per year (P2 to P6 only)	3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies					Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders					Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	P.1 (Formative assessment of whole year and 1 written (summative) assessment); P.2 to P.4 (Formative assessment of whole year and 2 written (summative) assessments); P.5 to P.6 (Formative assessment of whole year and 3 written (summative) assessments).				
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	No elite class policy. P.3-P.4: Small group learning for Chinese, English, and Maths with one ultra-small class (1:10 teacher-student ratio). P.5-P.6: Lesson preparation periods, PEP Chinese groupings, and enrichment programs (Higher Flyer Class and FSSAS Scholar) for gifted 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	8	30 mins	7:55 AM	3:25 PM	12:50 PM - 1:45 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and fresh from school canteen or prepared from home.	Emotional education; organizing various activities to promote campus mental health; all snacks on campus are healthy snacks; providing a nutritionally balanced lunch through a self-operated cafeteria; actively promoting sports activities, ensuring students have ample rest time on campus; and implementing appropriate homework policies to take care of students' learning pressures.		Reasonable homework policy ensures the majority of students have sufficient time for rest, reading & taking part in various activities. Besides the concrete and diversified learning in class, students are encouraged to play with peers & join non-academic activities during recess. School emphasizes sports training to nurture students' perseverance, also encourages students to join different competitions.		

Life-wide Learning

To develop students' potential, the school provides diverse learning experiences and systematic training, offering over 80 activities. Signature activities include English debate, choir, badminton, gymnastics, athletics, basketball, and the flag-raising team. Unique activities feature the orchestra, Cantonese opera, shadow puppetry, unicycle, floorball, ice hockey, ceramics, campus TV, greenmech, as well as Chinese and English drama and musicals.

School Mission

The school aims to provide a humanistic inclusive education to help all children, regardless of their races, cultures, backgrounds and abilities; to develop their potentials and apply the best of their talents for the well-being of themselves, Hong Kong, our mother country and the whole world.

School Characteristics

School Management
<b>School Management Organisation:</b> School Board → Supervisor/Governance Review Sub-Committee (GRSC) → Principal: School Operation Committee (SOC), Learning and Teaching Development Committee, Student Development Team, IT Development Team, Culture, S.1 Promotion and Parents Communication, Supporting Units
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> There are 12 members on the school board.
<b>School Green Policy:</b> The "Paperless Office Policy" is in place, along with an Environmental Protection Team to promote environmental education programmes. Activities include: Coastal Cleanup, One Person One Flower, Earth Hour Day, Promotion for World Environment Day, Firefly Fun Day, and the Earth 2038 Programme, etc.
<b>School's Major Concerns:</b> -Promote STEAM education to enhance students' innovative thinking, problem-solving skills, and self-directed learning across various subjects. -Foster a positive school culture that nurtures responsible decision-makers with correct and positive values, self-discipline, and global citizenship awareness. -Through challenging, diverse activities and highly supportive learning environments, enhance students' self-identity, teamwork skills, and encourage them to pursue excellence.
Learning and Teaching Plan
<b>Learning &amp; Teaching Strategies:</b> 19 NET; Subjects are taught in English except for Chinese which is taught in Putonghua; Students have to read Chinese and English books daily; Reasonable load of homework in forms of writing, creative work, research, reflection and so on; English and Chinese dictation is scheduled every other week; P.1 & P.2 students adopted easily through an immersive English activity teaching approach; P.3 & P.4 students develop learning strategies: they have to prepare for lessons, learn to make notes & post teaching self study; P.5 & P.6 students learn to form study groups to facilitate peer encouragement & cultivate a diligent & conscientious learning attitude.
<b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b> -Implement project-based learning activities across different subjects to enhance students' innovative thinking and creativity, and cultivate their "Maker" characteristics. -Students proactively practice responsible decision-making and behavior in their family, schools, and communities. -Emphasis on improving students' teamwork skills. Through group projects and collaborative tasks, cultivate students' communication, coordination, problem-solving, and leadership abilities, helping them learn to appreciate diverse perspectives and develop a positive team spirit.
<b>Development of Generic Skills:</b> Students are educated with skills to collaborate, communicate, creativity, critical thinking, utilize IT, arithmetic skills, problem solving skills, self management and researching skills. Teaching activities are diversified to arouse students' critical thinking; plenty of performing opportunities. In-depth studies both in and out of school. Thematic Studies is permeated in lesson studies. Students are taught with researching skills.
<b>Cultivation of Proper Values, Attitudes and Behaviours:</b> Emphasizes educating positivity, nurture students with positive values. Introduced 'Leader in Me-7 Habits of highly effective people' as the formal curriculum and generated the '50 Good behavior expectation', teach students to think positively. 'Positive values' is the theme of the weekly sharing, along with talks about different areas of moral education, to help students build a solid foundation of positive values. Also, the school has various series of themed storylines and stamp promotions activities to let students grow up in an environment full of encouragement and love.
Student Support
<b>Whole School Approach to Catering for Learner Diversity:</b> To cater learner diversity, we have set up small groups and individual learning programme as well as small classes. Speech therapist and school based education psychologist is employed to provide support to students in need.
<b>Whole School Approach to Integrated Education:</b> Counselling team, learning diversity group, social and behavioral group, speech therapy services, school based education psychologist, individual education plan, mechanism in soliciting parents' views and discussion on student's 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: appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; organising activities to create an inclusive learning environment in the school; and our school uses Putonghua to teach Chinese in all classes / groups at all levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc.
<b>Curriculum Tailoring and Adaptation:</b> Accommodation of homework and tests is used to support students in need and cater for learner diversity.
Home-School Co-operation and School Ethos
<b>Home-School Co-operation:</b> "The Dolphin Way" emphasizes showing love to children but state expectation to them at the same time, nurturing a group of children with respectable academic performance and high CQ. Also, encourage children to develop healthy eating and sleeping habit. The Parent Academy organizes 20+ talks and seminars each year. The PTA collaborates closely with the school to coordinate activities and interest groups, moreover, organizes volunteers to actively assist in student activities.
<b>School Ethos:</b> Students are modest and courteous, forming a decent school culture; emphasis on nurturing students' diligent and hardworking attitude, develop their sense of achievement; foster their resilience and build up their persistence and the assiduous character. We promote the Leader in Me Programme, the whole school has adopted the 7 habits.
Future Development
<b>School Development Plan:</b> -Recognise students' achievements in innovation and technology. Students reflect on their learning process and outcomes through self-directed learning frameworks, strengthening their communication skills to become "Presenters". -Students actively pay attention to issues in Hong Kong, the country, and the world. Through discussion and sharing with others, they enhance their global citizenship awareness and take action to bring positive changes to society or the world. -Encourage students to pursue excellence in various domains. By setting high expectations, providing challenging opportunities, and recognizing outstanding achievements, inspire students to reach their full potential and attain higher levels of performance in academics, arts, sports, and other areas, becoming well-rounded individuals.
<b>Teacher Professional Training &amp; Development:</b> All teachers have completed formal training in the "Leader in Me" programme, and a teacher development and school-based training framework is in place to ensure new teachers master the school-based curriculum and teaching methods. Collaborative lesson planning, peer lesson observation, and lesson studies are actively promoted. Teachers are encouraged and funded to participate in training programs locally and overseas, with regular arrangements for expert lesson observations and school visits. The team fosters a strong sharing culture, engages in sharing teaching insights within and beyond the school.
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 1 month(s) of commencement of the new school year. Application results will be announced within 1 month(s) after submission of applications. - Please visit the web-link in our school's website for details of school fee remission scheme, including the family income limits.
Others
Our School reserves not less than 10% of the total school fee for scholarship and grants. Scholarships from donors are also offered. Please refer to details about Scholarship and Grants under Student Affairs in our school website. #The proposed fee is pending EDB's approval. The fee(s) in previous school year (2024/2025) is/are as follows: \$42,000



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St. Joseph's Anglo-Chinese 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. Chow Ling Ling Margaret	Mr. Cheng Tak Ming Timothy	Not Applicable	Private 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					Not Applicable
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	AD ASTRA- a Latin phrase meaning to the stars, it signifies our desire to excel in all fields of school life.	1958	English	School Bus; Nanny van	About 4500 Sq. M
Feeder Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
St. Joseph's Anglo-Chinese School			Yes		Yes
4Rs Mental Health Charter		-	Whole School Health Programme		-

### 2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
\$56,300Paid in 10 installments	-	\$30	-	Replacement of student card \$70

### School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
18	2	1	1	Church, Tennis Court.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Multi-Media Learning Centre, Music Room, Visual Art Room, Computer Room, Gifted Education Learning Centre, Multi-function Game 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			-	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
83%	97%	27%	7%	36%	18%	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		1. English, Mathematics, General Studies, Science and Humanities are taught in English. 2. Teaching Chinese Subject in Putonghua. Cantonese is assisted. 3. Three-tiered gifted education program to cater to the needs of high-ability students. 4. P.5 - P.6 students need to study Japanese, Spanish or French. 5. Develop multiple learning elements on Wednesday, such as thinking and STEAM courses.								
Remarks										

### Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		3	Replace tests and examinations with diversified assessments in the first term of P1	No
Number of test(s) per year (P2 to P6 only)		0	Number of exam(s) per year (P2 to P6 only)		3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							No
Diversified Assessment for Learning	Oral and written exam, project work, presentation, role play, etc.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	Averaging.						

### School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	8	35 mins	8:00 AM	3:00 PM	12:45 PM - 1:50 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Daily morning exercises, daily Backcare exercises. On Fridays, the whole class will participate in diverse extra-curricular activities as follows: P.1: Fencing / Gymnastics P.2: Wushu / karate P.3: Swimming P.4: Golf / Bowling P.5: Skating / Ice Hockey P.6: Sports Climbing				

Life-wide Learning

Regular Course: Fencing, Gymnastics, Wushu, Karate, Swimming, Golf, Bowling, Go, Japanese, Spanish, German.  
Gifted Education: SJ Maker, Cyber Rangers (Photography), SJ Journalist, SJ Pilot.  
After School: Leadership Training, English Drama, Presentation Skills, Mathematical Olympiad, English Choral Speaking, Tennis, Table-tennis, Football, Basketball, Choir, Cub Scout, Putonghua, Rope Skipping, Coding, Drone, Sailing etc.

School Mission

Provide quality education so that our students excel in all fields of school life. Develop students' potentials and creative thinking, establish their self-confidence through their own achievements, let them learn to strive for excellence through healthy competitions among themselves.

School Characteristics

School Management

**School Management Organisation:**  
School Management Committee, Supervisor, Principal, Vice-Principal, Senior Teachers, Teachers.

**Incorporated Management Committee / School Management Committee / Management Committee:**  
School Management Committee members: Supervisor (chairman), Principal, current/retired school heads, devoted Catholics.  
Attending: Vice-Principal, representatives from alumni, PTA & teachers.

**School Green Policy:**  
School, teachers and students always try our best to reduce waste. Awarded "The Outstanding Zero Carbon Contribution Award" and "the Green Campus Certification". Our school has completely replaced energy-saving electrical appliances.

**School's Major Concerns:**  
Together We F. L. Y.!

Learning and Teaching Plan

**Learning & Teaching Strategies:**  
Fully Implemented: Language-rich Environment, Gifted Education (whole-class and pull-out programmes).  
Other than the basic curriculum, there are also: theme activities, mass lectures, project collaboration, personal growth education, thinking skills development, Wednesday Programmes, Friday Activities.

**Development of Major Renewed Emphases of the Primary Education Curriculum:**  
strengthening values education, including 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 promoting learning and teaching effectiveness.

**Development of Generic Skills:**  
Cross-subjects learning, Wednesday Programmes and Friday activities: They are scheduled on Wednesdays and Friday during regular school hours. They are enhancement lessons and different physical activities which provide our students with more opportunities to acquire knowledge other than the regular subjects. The design of the programmes aims at enriching the thinking and communication skills of our students and providing them more chances to expose to other languages and cultures. It is essential that students develop different skills to meet the needs of their future learning.

**Cultivation of Proper Values, Attitudes and Behaviours:**  
Positive Education.

Student Support

**Whole School Approach to Catering for Learner Diversity:**  
For individual students: subject remedial classes, learning skills classes.

**Whole School Approach to Integrated Education:**  
For individual students: subject remedial classes, learning skills classes, training on social skills.

**Curriculum Tailoring and Adaptation:**  
Students familiarize themselves with the use of English, Putonghua and Cantonese through a language-rich environment and daily curriculum: English, Mathematics and General Studies are taught in English, Chinese is taught in Putonghua, and other subjects are taught in Cantonese.  
Develop students' potentials by providing Gifted Education programmes and various extra-curricular courses/activities.

Home-School Co-operation and School Ethos

**Home-School Co-operation:**  
The Parent-Teacher Association was established in 1971 with the objective to promote home-school relations. Committee members (parents and teachers) meet regularly throughout the year to discuss school matters. The association also arranges activities such as the annual parent-child picnic, parent seminar, graduation lunch, and the Parent-Also-Appreciate-Teachers Drive.  
The school also invites parents to join our school outings, participate in the Sports Day and Swimming Gala.

**School Ethos:**  
The school has a strong and vibrant school ethos. Students are courteous and disciplined. A harmonious rapport is established between teachers and students. Religious activities, bible sharings, assemblies and prayers help foster students' positive attitudes of life and proper moral values. Parents are invited to join different school functions such as parents' days, seminars and parent-child picnics. This strengthens school-parent relationship and cooperation. Student Guidance Officer and Educational Psychologist provide individual and group counselling and activities to parents and students.

Future Development

**School Development Plan:**  
Further Strengthen: Phonetics Learning (IPA), Gifted Programmes, Language-rich Environment Scheme, E-learning, Applied AI Learning, Native-speaking Teachers Scheme (English & Putonghua), English drama. A particular school-based Extra-Curricular Activities Programme is provided to students of each level to foster multiple-intelligence.

**Teacher Professional Training & Development:**  
Teachers continue to participate actively in professional development training.

Others

Daily morning assemblies are conducted in English. Various English learning activities (such as Wacky Wednesday, Proverb a month, Fun with English, Read the Bible Verse etc.) are also available throughout the academic year. All teachers use English to teach and to communicate with students in and out of classrooms. These provide a perfect written and verbal English environment for our students.