



基督教神召會梁省德小學
Assembly of God Leung Sing Tak Primary School

2 Man Kuk Lane, Tseung Kwan O, N.T.

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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. Cheung Hung Wah	Ms. Cheung Lai Kwan	Established	Aided Whole Day	Co-ed	Protestantism / Christianity
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Pentecostal Church of HK	Please refer to the Chinese school motto	1997	Chinese (incl.: Putonghua) and English	Nanny van	About 8500 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	\$300	E-Learning Scheme and E-Reading Programme

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	ART GALLERY, Lively Student Training Centre, LST Sports Centre.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
LST International Campus, DREAMmUSIC Room, DREAMaRT Room, STEAM Room, Dream World, Activity Room.				Accessible lift and Accessible toilet.

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

Number of teaching posts in the approved establishment			47	Total number of teachers in the school		51
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
94%	100%	34%	57%	58%	18%	24%

Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year				No. of classes	4	4	4	4	5	4	25
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	4	4	4	4	4	5	25
Mode of teaching at different levels		School-wide small class teaching, group interactive learning approach from P.1 to P.3 and integrating different learning modules for implementing activity approach in teaching. Inquiry-based approach and focus on self-directed learning and discovery learning from P.4 to P.6.									
Remarks		The school advocates small class teaching and cooperative learning to further support students' needs and enhance the effectiveness of learning and teaching.									

Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	0	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)	0	Number of exam(s) per year (P2 to P6 only)	4		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies					Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders					Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	Subject-based written assessment, regular assessment on dictation, writing, class performance, self-directed learning, project learning, presentations, life skill and involvement in other activities to review progress of students. Bridging-policy of assessment is provided for P.3 students.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	Students will be evenly distributed to each class according to the number of boys and girls.				

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	4:00 PM	12:40 PM - 1:40 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	To put emphasis on both physical and psychological health of students, we have been cooperating with community organizations for years in organizing healthy activities, competitions, award schemes and training so as to enhance students' knowledge and life skill for nurturing a healthy lifestyle.		- The school fosters students' confidence and motivation through diverse learning experiences and extra-curricular activities for a fulfilling school life. - The 10th period each day is the 'No Homework Challenge' period (75 minutes), during which teachers of Chinese, English, and Math guide students in completing their homework.		

Life-wide Learning

The school is premised on providing a varied learning environment to students e.g. annual life wide learning day, gifted education programmes, service learning, ARTventure training. The school is also premised on providing career planning & Values Education core programme, introducing students LST Bank concept, helping students understanding themselves and unleash their potential.

School Mission

Upholding the spirit of educating people in Christianity and the guidance in the Bible, the school dedicates its effort to provide whole person education and nurture students' ability, integrity, diversified potentials and confidence in the love of god. We also assist students to cultivate life-long learning ability, passion for life, innovative thinking and courage to shoulder responsibility for the benefit of establishing a well-accomplished life and serving the society, people and god.

School Characteristics

School Management

School Management Organisation:
Incorporated Management Committee appoints the supervisor and the principal who leads the core members to coordinate different areas of the school.

Incorporated Management Committee / School Management Committee / Management Committee:
Including the school supervisor, principal, six school sponsoring body managers and one alternative, two independent school managers, one teacher manager and its alternative, one parent manager and its alternative.

School Green Policy:
We put emphasis on environmental education and implement green policies like One person one flower planting activity, recycling and green campus programmes to arouse students' awareness of environmental protection.

School's Major Concerns:
Diverse learning-creative learning and teaching.

Learning and Teaching Plan

Learning & Teaching Strategies:
Implement student-oriented learning approach in class, focus on teacher-student interaction and collaborative learning to stimulate students' potential and creativity, self-directed learning and inquiry ability. We endeavor to enhance students' interest in learning and broaden their horizons by organizing school-based thematic activities, service learning, outdoor learning, co-curricular activities and visits to conduct learning outside classroom.

Development of Major Renewed Emphases of the Primary Education Curriculum:
We create more learning space for students, implement "NO HOMEWORK CHALLENGE (P.1-6)" and "Zero Test Program (P.1-2)" to further reduce the pressure of doing homework and taking exams for junior primary students. All subject groups focus on the development of creative learning and teaching strategies and use electronic technology devices to enhance the effectiveness of learning.

Development of Generic Skills:
We foster among students' generic skills, positive values and multi-intellectual development through their participation in project learning, scientific exploration activities, school-based thematic activities and academic week activities.

Cultivation of Proper Values, Attitudes and Behaviours:
With the comprehensive Civic Education & Values Education curriculum, students are offered different experiential learning opportunities to be positive and responsible in formulating their beliefs and values so as to lead a healthy life in their different spheres.

Student Support

Whole School Approach to Catering for Learner Diversity:
Whole school participation in "No Homework Challenge" campaign, group learning support, community-based projects and school-based support programmes.

Whole School Approach to Integrated Education:
The student support team is set up by the school. Special Educational Needs Coordinator is responsible for leading the team and utilizing additional resources to provide support for students with special educational needs (SEN), e.g. training groups, School-based Speech Therapy and School-based Educational Psychology Service.

Education Support for Non-Chinese Speaking (NCS) Students:
Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; 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. In accordance with the Education Bureau's guidelines on providing appropriate measures to support non-Chinese speaking students, our school organizes after-school Chinese learning enhancement classes to support the early integration of students into the school and the community and to facilitate their adaptation to the local education system and learning of Chinese language.

Curriculum Tailoring and Adaptation:
The school provides both enhancement and remedial classes and establishes different school-based curriculum in each discipline to cope with students' needs in learning. Providing tutorial classes, learning support tutorial classes as well as adaptation measures on teaching, homework, dictation and exam allow the school caters for student diversity.

Home-School Co-operation and School Ethos

Home-School Co-operation:
The activities include a Parent Workshop, Parent Choir, Parent Performing Arts Group, Parent Dance Group, Parent Designers, Parent Orchestra, Parent-Child Trips, Parent-Child Workshops, Parent Interest Classes, and Parenting Education Lectures. Parents are invited to volunteer for services such as student lunch assistance, sports day, charity sales for public welfare, school uniform recycling, and visiting the elderly. Additionally, a Principal-Mom Forum is organized to share study methods and parenting insights with parents from different classes, fostering a harmonious relationship with families and enhancing the sense of belonging for students and parents in the school.

School Ethos:
Our school is praised for its culture of simplicity and focus on cultivating students' moral qualities. We prefer reward to punishment and adopt whole school approach in implementing uniform award scheme, Pointant Apps, the concept of Dream world and school-based counselling programmes to enhance students' self-esteem and caring attitude.

Future Development

School Development Plan:
Focus on enhancing the effectiveness of teaching and learning and innovating the curriculum by introducing English teaching elements and developing transitional curriculum in various subjects to facilitate students' transition from primary to secondary school. In recent years, there are greater focus on the development of e-learning to meet the concerns of creative learning and teaching.

Teacher Professional Training & Development:
Staff development day, teacher sharing session, collaborative lesson planning, lesson observation, post-lesson observation discussion and collaborative teaching.

Others

Our school is premised on expanding our NET Team, developing English school-based curriculum such as Phonics, Listening, Oral, Creative Writing, Cambridge and EPIC curriculum.



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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 Wei Che	Mr. Law Kam Yuen	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					100%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Chi Lin Nunnery	Be faithful, discover learning diligently, and become an all-rounded individual in preparation for tomorrow's world	1999	Chinese	Nanny van	About 6311 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
			Yes		Yes
4Rs Mental Health Charter	-	Whole School Health Programme		-	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$20	Three-day camping fee for P.3, P.4 and P.6 students - \$100, Extra-curricular activities fee for the whole year - \$50	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
31	4	1	1	English Corner, Reading Corner, classrooms with Wi-fi, interactive smart BlackBoard, climbing wall.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
English Room, Computer Room, Student activity Room, Visual Art Room, Music Room, Counseling Room and Multi-purpose Room.				Accessible lift and Accessible toilet.

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

Number of teaching posts in the approved establishment			46	Total number of teachers in the school		51
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	29%	69%	48%	27%	25%

Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year				No. of classes	3	3	4	4	5	5	24
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	3	3	3	4	4	5	22
Mode of teaching at different levels		For P4-6, English classes are divided into ability-based groups, allowing students to learn at their own pace. Other subjects are taught in mixed-ability classes, incorporating activity-based learning, cooperative learning, gifted education, and small-step teaching. This approach enables students to construct knowledge through interaction and develop the skills required for the 21st century.									
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	1. There are no tests or examinations until the end of P.1. 2. Formative assessments are adopted progressively to allow room for students in adapting to the examination system in primary school. 3. Three examinations are adopted every year in Primary 2-6 to assess different areas. 4. Formative assessments and peer assessments are adopted in all subjects.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	Students are arranged in classes at random. Two individual classes are arranged for students to cater for learners' diversities. P4-P6 Heterogenous grouping (English).						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	8	40 mins	8:00 AM	3:20 PM	1:00 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and parents can bring pupils home for lunch.	1. Informal curriculum is designed to foster all-round development. 2. Vegetarian lunchboxes are designed by a nutritionist. 3. Building a happy campus through peer support and teacher-student relationship. 4. Moral and Religious Education is integrated into lessons to cultivate a caring atmosphere. 5. Sports activities are promoted in the morning assemblies and at recess.		Enrichment program after school and extra-curricular activities are organized from Monday to Saturday. (Free of charge) After-school homework classes are organized for P.1-P.2. Native English Teachers are arranged to work with class teachers in lessons every day to enhance students' English speaking abilities.		

Life-wide Learning

Our school is dedicated to creating a diverse experience for students of all grades. For P.1 and P.2 students, a 3-day on-campus day camp is arranged. P.3, P.4, and P6 students will participate in a 3-day camping training. The entire P.5 will go on a study tour in Singapore, and the entire P.6 will go on a study tour in Beijing. There are over 50 activities in the school team's top-notch classes and interest classes, covering subject expansion, ball games, dance, swimming, STEAM, etc.

School Mission

Adhering to the spirit of compassion, equality and caring in Buddhism, we provide students with high-quality whole-person education by upholding our school motto 'Do everything for students.' and 'Never give up on one person.' We equip our students' with 21st century skills and develop them to become valued members the society through our school-based curriculum.

School Characteristics

School Management

School Management Organisation:

Three administrative groups are set up for organizing whole school affairs. They aim to create a pleasurable-learning atmosphere that fosters the holistic growth of the children.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee school consists of members from the Chi Lin Nunnery well-respected people in society, teacher representatives and parent representatives. Regular meetings are held to discuss the school's affairs and to provide valuable ideas for the development of the school.

School Green Policy:

Our school has put a lot of efforts to arouse children's concern about the environment. The school has designed various learning activities to nurture the students' development. Vegetarian lunch boxes are tailor-made to promote a healthy lifestyle.

School's Major Concerns:

- 1. Nurture students to become lifelong learners who actively explore.
- 2. Cultivate students' sense of satisfaction, sense of belonging and happiness.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. Essential skills required for 21st Century through diversified Learning such as cooperative learning (students sit in groups).
- 2. Cultivate students' potential and special skills through informal curriculum.
- 3. Experiential learning through Singapore and China Study Tour, overnight camps as well as cross-curricular learning projects.
- 4. Several native English teachers and native English assistants are employed to cultivate an English-rich environment. Two periods of NET for P.1-P.6, Three after-school periods of NET for P.1-P.2 Two periods of NET Visual Arts and P.E. for P.3-P.4.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Enhancing students' sense if will-being, cultivating character, and developing integrated skills through-formal and informal curriculum.

Development of Generic Skills:

Foster students' generic skills and self-learning skills through different teaching strategies, cooperative learning, cross-curricular learning and project learning.

Cultivation of Proper Values, Attitudes and Behaviours:

Develop positive thinking through personal development lessons and practical workshops.

Student Support

Whole School Approach to Catering for Learner Diversity:

Catering to the diversity of students throughout the school:
In order to cater to both gifted students and those with slightly lower abilities, the school provides pull-out classes such as advanced classes and remedial classes. These classes aim to enhance the learning abilities of stronger students while also supporting those who are less able or have special needs.
Smooth transition from kindergarten to primary school:
To facilitate a smooth transition from kindergarten to primary school, the school offers school-based after-school homework tutorials known as "Positive Energy" programs. Additionally, there are after-school learning and support programs called "Community-based Projects" to further assist students during this transition.

Whole School Approach to Integrated Education:

The school adopts a "whole-school participation" model, integrating learning and teaching, to provide assessments and adaptations for students. The team is composed of the Special Education Needs Coordinator, Special Education Needs Support Teachers, Student Counselors, and Teaching Assistants. In addition, the school also offers after-school activities, such as social skills training groups, attention training groups, executive function groups, and joins the Jockey Club Autism Support Network. The school also provides school-based speech therapy services, school-based educational psychology services, individual education plans, and homework adaptation policies to support students with special educational needs.

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

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

Curriculum Tailoring and Adaptation:

- 1. School-based refined Chinese, English and Math curricula are adopted.
- RWI phonics and reading program is adopted in P.1-P.3.
- 2. Activities designed to cater for learners' diversities in classes.
- 3. Homework and assessment are tailor-made for students with special needs.
- 4. Cross-curricular activities are introduced to enhance holistic learning experience.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The parent-teacher Association forms a supporting team to help organize various kinds of activities and to promote a loving and caring culture. Teachers pay visits to new students' homes every year. Scholarships and School Development Funds are set up to meet the needs of the school establishment and programs. Set up P.1-P.2 Parents' English Classes.

School Ethos:

Students are arranged in mixed-abilities classes to encourage a loving and caring culture, as well as promoting students' cooperative and communicating skills.

Future Development

School Development Plan:

- 1. Develop students' 21st century skills through the integration of formal and informal curriculum in order to further their studies and meet the challenges in the future.
- 2. Cultivate whole-person education through a variety of education measures to provide nutrients for good parent-child relationships to increase students' sense of happiness and build a joyful campus.
- 3. Create pleasant and effective learning environment by a team of caring and professional teachers.

Teacher Professional Training & Development:

- 1. Teacher development sessions every Friday afternoon.
- 2. Lesson observation and co-planning sessions are timetabled to enhance learning, teaching and professional development.
- 3. Co-planning meetings are held every week and sharing sessions are conducted regularly to promote professional development.
- 4. A school support service held by EDB is applied every year to increase the effectiveness of teaching and learning.

Others

Our school attaches great importance to expanding students' horizons and has prepared a rich variety of overseas exchange and study tour activities. The entire P.5 students participate in the Singapore study tour group, experiencing the local advanced education and diverse cultures. The entire P.6 students participate in the Beijing study tour group, feeling the historical heritage and modern vitality of our motherland. Meanwhile, in order to encourage students in the fourth and fifth grades to learn English well, we have specially established an excellent - performance study tour scholarship program. Students with outstanding performance can obtain study tour opportunities to enhance their abilities in practice.



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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. Pang I Wah	Ms. Lau Sum Yi	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 Christian and Missionary Alliance Church of Hong Kong	Faith, Hope, Love	1998	Chinese	School Bus	About 6200 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
-			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Pledged School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$20	School Development Fund \$200	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	2	2	Wonderland, Funland, Adventureland, Fruit and vegetables growing garden, Students' work exhibition gallery, Parents resource centre.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
STEM room, computer rooms, a visual art room, an English Wonderland, a music room, Sun Kei Story Land, Sun Kei TV room, Treasureland, Life Education Centre				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			54	Total number of teachers in the school		55
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	98%	31%	53%	16%	26%	58%

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		No elite class is set. The school attaches great importance to the cooperative learning and deals with the students' individual differences through policy making and curriculum adaptation.								
Remarks		-								

Performance Assessment

Number of test(s) per year (P1 only)	1	Number of exam(s) per year (P1 only)	1	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)	1	Number of exam(s) per year (P2 to P6 only)	2		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies					Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders					No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					No
Diversified Assessment for Learning	To develop school-based diversified assessment for learning, to computerize and save students' learning and assessment record. Project-based 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	No elite class is set. The school attaches great importance to the cooperative learning and deals with the students' individual differences through policy making and curriculum adaptation.				

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	3:10 PM	12:35 PM - 1:40 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Life education with picture books, Christian Life Education programme, Peer Encouragement Scheme, Adventure training, sportACT award scheme.		1. Morning activities: morning assemblies, Parent's Picture book sharing, Parent morning reading, morning exercise and parent-child reading. 2. Lunchtime activities: Parent's Picture book sharing, Reading Program, subject-related activities.		

Life-wide Learning

School teams: Orchestra, Chinese Drum Ensemble, Creative Technology Club, STEM Club, Tennis, Sport Dance, The Boys' Brigade, Fellowship, Choirs, Chinese drum, innovative science and technology club, Sports Teams, Gymnastics Team, Guided Reading Program, Sun Kei Channel, Reading Group, etc. Extra-curricular classes: Abacus, Computer, Taekwondo, Chinese Painting, String Orchestra, Children Dance, Ceramics, swimming team.

School Mission

The school aims at providing students with a quality learning environment to develop students' spiritual, moral, intellectual, physical, social, emotional and aesthetic capability. The school also attaches great importance to Jesus' love so that every student has a chance to learn the truth, review their potentials, enhance their self-confidence and be able to acquire lifelong skills.

School Characteristics

School Management

School Management Organisation:

Our school principal is appointed by the Incorporated Management Committee of our school to lead the school development committee to plan and devise in the three domains of school education, namely, "Learning and Teaching", "Management and Organisation" and "Students Support and School Ethos".

Incorporated Management Committee / School Management Committee / Management Committee:

Incorporated Management Committee is established. Please refer to school website.

School Green Policy:

Pledge a green charter, put the green knowledge into practice. To love the nature, to conserve resources, save energy.

School's Major Concerns:

LCM (Life Education, school-based Curriculum and Multiple Intelligent)

Learning and Teaching Plan

Learning & Teaching Strategies:

Teaching Philosophy:

1. Scaffolding is the key to cognitive development.
2. Experience-based learning is an effective learning strategy (interactive, exploring, cooperative).
3. Teacher is a facilitator in helping students to become active learners. The school places an emphasis on life education, providing a loving and caring environment, equipping students with proper values and ability to tell right or wrong and act the right thing in life. The school is active in developing school based curriculum and promoting IT learning aiming at developing students' self regulated learning and boost students' higher order thinking. Students enjoy a happy school life as Multiple intelligence is catered.

Development of Major Renewed Emphases of the Primary Education Curriculum:

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Development of Generic Skills:

School emphasis experience-based learning, students in different disciplines and activities, through various learning experiences, foster collaboration, communication, critical thinking, creativity, problem-solving, the use of language, logic operations, the use of information technology, sports and introspection.

Cultivation of Proper Values, Attitudes and Behaviours:

Our school hopes that the children of Sun Kei will live out faith, hope and love through cognition, affection, intention and action. Cognition: By knowing the 24 character strengths, students will understand the uniqueness of themselves and others. Affection: Students will build up sense of well-being (full love, positive emotions and relationships, positive achievements), and encourage students to invest in campus life. Intention: Students have a sense of well-being and choose positive character and healthy life. Action: When students have a grateful heart, they will serve others. (Meaning of positive life)

Student Support

Whole School Approach to Catering for Learner Diversity:

We attach great importance to the cooperative learning and deals with the students' individual differences through policy making and curriculum adaptation.

Whole School Approach to Integrated Education:

The Special Educational Needs Coordinator (SENCO) leads the student support team in planning, coordinating and implementing the Whole School Approach to Integrated Education in order to further cultivate an inclusive school culture and enhance the effectiveness of the support given to students with special educational needs. According to the 3-Tier Intervention Model, students enjoy a harmonious school life through quality teaching in regular classroom and school-based after-school learning and support programmes.

Curriculum Tailoring and Adaptation:

1. Curriculum and homework adjustment.
2. Top-notch and extracurricular activities.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Different activities are launched by PTA (Parent-Teacher Association) every year in order to extend students' learning experience in various aspects. Parent volunteer team is set up to enhance home-school co-operation. Besides, occasional tea gatherings are organized so as to establish a good parent support network. Moreover, some special parent talks are held by different professionals at school. Students' moral ethics is therefore nurtured and it helps develop students into our excellent future leaders.

School Ethos:

1. Our school is a Christian school offering high quality education and emphasizing love and care, persistence and discipline.
2. Referring to the comments provided by the guest parents from kindergartens during our open day, our students are polite, confident, proactive and enthusiastic and with the ability to communicate with clear presentation and with satisfactory performance.
3. According to the comments given by the teachers in their secondary schools, our graduated SKPS students are gentle, active, enthusiastic and disciplined.

Future Development

School Development Plan:

- (I) Sun Kei Positive Education (PERMA+H)
 - Positive Emotions, Engagement, Relationships, Meaning, Achievement+Health
- (II) Create a New Generation of Proactive Citizens
 1. Strengthen school-based curriculum, release the power of teaching and learning.
 2. Provision of new teaching methods, students are willing to explore new knowledge.
 3. Break through the inherent limitations of the region and broaden the international perspective of the students.

Teacher Professional Training & Development:

1. Encourage teacher's Learning Circle.
2. To be a professional development school and COE school to support other schools for the school-based curriculum development.
3. Chief Executive's Award for Teaching Excellence, etc.

Others

1. Emphasis is placed on life education, and the development of student life is fostered through Christian education and picture book sharing.
2. Actively promote STEM education and self-directed learning.
3. Our school has been awarded several times in international robotics competitions. In different sports competitions like tennis, swimming and sports dance, we have outstanding performance award.
4. In several occasions, our school organized different foreign or domestics exchange program to enhance students experience exposure to the world (like Australia exchange program, Beijing and Shanghai experience tour, Taiwan tour, inland mountain life experience).
5. Our school has been awarded national top 10 coaches, Chief Executive's Award for Teaching Excellence, etc.
6. We have set Little Timothy scholarship to encourage our students to learn with motivation and confidence.

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95**POA School Net No.****School Information**

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. LEUNG Pak Wai	Mr. CHAN Kwok Keung	Not Applicable	Gov't Whole Day	Co-ed	Not Applicable
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Government	Kindness, Love, Honest, Trust, Erudite, Altruistic	2025	Chinese	-	About 6000 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
Queen Elizabeth School, Homantin Government Secondary School, Jockey Club Government Secondary School, Kowloon Technical School					
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	-	School-based Management Fee (to be determined)	-

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 are equipped with computers, audio systems, and other technologies to assist students in learning effectively.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Creative Room, Chinese Cultural Centre, Innovation and Technology Centre, Student Activity Centre, Multi-purpose Room, Language Room, Music Room, Visual Arts Room.				Ramp, Accessible lift and Accessible toilet.

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

Number of teaching posts in the approved establishment			8	Total number of teachers in the school		8
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%	20%	80%	50%	-	-	100%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year		No. of classes	0	0	0	0	0	0
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)		No. of classes	1	1	1	1	1	6
Mode of teaching at different levels	1. Our school implements small class teaching to enhance student learning outcomes through cooperative learning and interactive group activities. 2. Through diverse innovative technology activities and digital education platforms, our school cultivates the talents of future leaders in science and technology.							
Remarks								

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		0	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		0	Number of exam(s) per year (P2 to P6 only)		3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	The academic year is divided into three terms. In P1, there are no exams; instead, a variety of assessments is conducted during the first term. In the second and third terms, in addition to varied assessments, a comprehensive assessment is held once in each term. For P2 to P6, there is one exam per term, resulting in a total of three exams throughout the 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	In P1 and P2, students are not grouped based on their academic performance. Starting from P3, classes are grouped according to students' learning abilities and 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	6	40 mins	8:15 AM	3:30 PM	1:00 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Our school is committed to implementing a healthy eating policy and fostering students' exercise habits through a physical fitness policy.		1. Mornings are designated for lessons in various subjects, while Fridays are reserved for classes of values education, personal growth education and life planning education. 2. In the afternoons, students have thematic lessons and remedial classes from Monday to Wednesday. On Thursdays, they attend remedial classes as well as participate in comprehensive cultural and physical activities. Fridays are flexible, allowing for enrichment activities such as service learning, school team training, and interest classes.		

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

Last revision date: 1 September 2025

Life-wide Learning

Our school offers classes of values education, personal growth education and life planning education, along with comprehensive cultural and physical activities. In addition, our school provides service learning opportunities, training for various school teams, and interest classes to enrich students' experiences.

School Mission

Our school is dedicated to promoting holistic education, developing students' innovative thinking, and cultivating the proper values and a curious attitude towards learning. Our school aims to nurture students to become well-rounded individuals who are morally grounded, socially responsible, globally minded, and committed to excellence.

School Characteristics

School Management
School Management Organisation: The School Management Committee will be established in the 2025/26 school year.
Incorporated Management Committee / School Management Committee / Management Committee: School Management Committee includes EDB officers, the School Head, teacher representatives, parent representatives and individual members. The committee members meet regularly to discuss the new education issues and important matters arise in the school.
School Green Policy: Our school adopts a whole school approach to formulate school environmental policies and implement related activities, aiming to create a sustainable campus.
School's Major Concerns: 1. Through values education, our school cultivates qualities of good citizenship in our students and assist them in establishing active and healthy lifestyles. 2. Our school provides high-quality learning experiences that enhance students' abilities to explore and innovate in academic and creative technology fields.
Learning and Teaching Plan
Learning & Teaching Strategies: 1. The World of Technology and Science: Students engage in hands-on exploration and intelligent technology projects, transforming knowledge and skills into the ability to solve real-life problems. This foundation prepares them for future research and a digital society. 2. International Classroom Curriculum: Students learn in bilingual and trilingual settings, including foreign languages (such as French or Spanish), enabling them to communicate and understand peers from different countries and regions. This fosters flexible thinking and cross-cultural awareness. 3. Flexible Learning Approaches: During flexible class periods, students can participate in advanced education programmes or pursue individual specialised studies, allowing them to engage in self-directed learning based on personalised plans.
Development of Major Renewed Emphases of the Primary Education Curriculum: Through various subject group activities, our school strengthens values education to cultivate students' proper values and attitudes. This enhances their mental health and resilience, fostering a positive and optimistic mindset, enabling them to become empathetic and law-abiding citizens. Students deepen their understanding of Chinese culture through classroom learning and extra-curricular exchanges and visits, nurturing their sense of national identity and belonging. Our school places great importance on students' mental and physical health, developing their sports competence and improving their fitness to help them maintain a healthy body and mind.
Development of Generic Skills: Our school aims to cultivate students' higher-order thinking and self-learning abilities while enhancing their creativity, critical thinking, inquiry and collaboration skills.
Cultivation of Proper Values, Attitudes and Behaviours: Through comprehensive counselling and life education, students establish proper values.
Student Support
Whole School Approach to Catering for Learner Diversity: 1. Qualified teachers and teaching assistants collaborate in the classroom to effectively address the diverse learning needs of students. 2. Our school offers diverse learning support and gifted education training programmes.
Whole School Approach to Integrated Education: Our school implements whole school approach for integrated education by establishing a student support team and developing school-based integrated education policies to promote high-quality integrated education. For students in need, our school provides school-based educational psychology services and utilises Learning Support Grant and the Enhanced Speech Therapy Grant to offer individualised learning plans, homework and assessment adjustments, school-based speech therapy services, and various training groups. Our school also engages with parents through phone consultations, parent workshops, and parents' days to gather their feedback and discuss students' progress.
Education Support for Non-Chinese Speaking (NCS) Students: Our school provides additional support for NCS students to facilitate their learning of Chinese; providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; and organising activities to create an inclusive learning environment in the school.
Curriculum Tailoring and Adaptation: Our school is committed to developing a school-based curriculum tailored to students' needs, ensuring effective learning. In addition, each subject collaborates with university experts and the Curriculum Development Institute of EDB to conduct educational and curriculum research, enhancing teaching effectiveness and achieving high standards.
Home-School Co-operation and School Ethos
Home-School Co-operation: Our school maintains a close relationship with parents by systematically organising parent education courses, talks, parent-child activities, and diverse communication opportunities. Effective home-school communication is fostered through newsletters, bulletins, school website and parent networks.
School Ethos: 1. To foster a culture of care where students develop self-esteem, self-discipline, and respect for others. 2. To promote a simple and genuine atmosphere, cultivating a sense of community, friendship, and harmonious relationships.
Future Development
School Development Plan: Our school aims to broaden students' knowledge of innovative technologies and skills in artificial intelligence operations, fostering their analytical, problem-solving, and creative thinking abilities. This approach promotes STEAM education across curriculum.
Teacher Professional Training & Development: Our school stays aligned with the latest educational trends and caters to school development and teachers' needs by planning school-based training. This ongoing professional development aims to continuously enhance teachers' expertise and teaching quality.
Others
1. Our campus is designed with a fresh and unique concept, balancing aesthetics and practicality. The classrooms, special rooms, school hall, and playground are well-equipped, aligning with the latest teaching pedagogical principles to enhance students' learning efficiency. 2. Our school offers adaptation activities for P1 students to ensure a smooth transition into a joyful campus 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
Ven. SHI Hongming	Principal Koo Mei 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					90%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Heung Hoi Ching Kok Lin Association	Diligence, Obedience, Trustworthiness and Sincerity.	1995	Chinese (incl.: Putonghua) and English	School Bus	About 6500 Sq. M
Through-train Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
HHCKLA Buddhist Ching Kok 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
-	-	\$40	-	-

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 LEGO STEM Laboratory with in-house LEGO STEM courses. A newly built "Dreamland" has been established, providing students with a place for games.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Computer Rooms, Digital Piano Room, Handchime Room, Handbell Room, Music Room, Library, English Room, Dance Room, Table Tennis Room, General Studies Lab, STEM Room, LEGO STEM Lab, Visual Art Room, Parents' Center, 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			36	Total number of teachers in the school		38
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	50%	80%	8%	30%	62%

Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year			No. of classes	2	2	3	3	3	4	17
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)			No. of classes	2	2	2	3	3	3	15
Mode of teaching at different levels		P.1 classes use Cantonese as the media of instruction in subject Chinese. And started from P.2, Cantonese and Putonghua classes for teaching the subject Chinese is also provided. P.3 to P.6 classes will be divided into groups for small class teaching in subject English and Mathematics.								
Remarks		We provide small class teaching and cater for P.3-P.6 students with special needs. We also strengthen the communication channel among parents and teachers, to discuss matters of mutual concern. We aim to improve learning and welfare of the pupils in school.								

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	Results of the main subjects will be assessed by summative assessments whereas the results of projects, IT and other subjects will be assessed by formative assessments.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	Streaming is based on subject results and the medium of instruction (Putonghua). From P3 to P6 we have small class teaching in English and Mathematics.						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	11	30 mins	8:05 AM	3:30 PM	1:25 PM - 2:25 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Hong Kong Healthy School Scheme Gold Medal, Hong Kong Hygiene Department 'Healthy Diet in School Campus' First Class Gold Medal, 2012 U Green Awards winning school. Achieved the standard of healthy life-style in school campus.		Supplementary classes are provided for P.1-P.2 students with special needs after school. Senior form students also have compulsory supplementary class. We allow students to study after school until 5:00 p.m. with the help of tutors. Furthermore, students can arrange their activities flexibly after school by choosing either 3:30p.m. or 5:00p.m. school bus.		

Life-wide Learning

A number of activities, groups, clubs, uniform serving groups, school teams will be held on Saturdays and after school.

School Mission

The goal of our school is to cultivate values and morals in students according to the teachings of Buddhism and to shape decent manners and appearance among students which enable them to contribute positively to society. Besides teaching students' basic academic knowledge, we will also help them build up a solid moral foundation as well as broaden their horizons through the teaching of Buddhism.

School Characteristics

School Management

School Management Organisation:

IMC is responsible for managing and supervising the operations of the school. The principal reports to IMC on a regular basis. We have also established the Crisis Team, School Improvement Team and PTA as well as school Academic Affairs, Curriculum Development, Discipline, IT Development, ECA and General Affairs Team.

Incorporated Management Committee / School Management Committee / Management Committee:

The members of our IMC comprise educational institutions, school principals, teachers, parents, independent people, holding meetings regularly to discuss the current and future development of the school.

School Green Policy:

Our school has a series of saving water and electricity policies.

School's Major Concerns:

To promote eLearning, I.T. and STEM education in order to enrich students' learning experiences and inspire their learning. To establish the culture of thankfulness, integrity, confidence as well as enhancing students' moral cultivation. And to further cultivate students' reading habits.

Learning and Teaching Plan

Learning & Teaching Strategies:

The school emphasizes the holistic development of students and focuses on student-centered learning strategies, allowing students to explore knowledge in an interactive environment. We organize various outdoor learning activities and field trips to broaden their learning experiences in different contexts. Each year, we host overseas learning exchange programs to enhance learning experiences further. In addition, the school actively develops school-based interdisciplinary curriculum. This approach cultivates students' knowledge in various subjects, as well as in moral education, civic education, reading, project-based learning, and STEAM education.

Development of Major Renewed Emphases of the Primary Education Curriculum:

The school promotes students' generic skills through diverse teaching strategies. The curriculum is designed with various learning modules, activities, and contexts utilized in the classroom. Additionally, the school encourages students to participate in various activities, such as STEAM learning tasks, community service, service learning, interdisciplinary project learning and exchange programs, to enhance their sense of responsibility and self-directed learning. Through these measures, students not only excel academically but are also better prepared to face various challenges in the future.

Development of Generic Skills:

Through classroom activities, project learning and diversified learning activities to help students develop generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:

Our school is a Caring School. Through the implementation of school-based guidance activities, we have established a proactive, responsible, mutually helpful and caring school environment, allowing students to learn and grow under a harmonious and inclusive atmosphere. We also have Personal Growth Education and related activities in order to help students build up their positive and right values, learning and working attitudes.

Student Support

Whole School Approach to Catering for Learner Diversity:

Examination will be replaced by assessment for P.1 students in the 1st semester in order to assist students adapting to new school life. Starting from P.3, students are divided into small groups in English and Mathematics lessons. This arrangement is to facilitate small class teaching and cater for individual differences. Our subject teachers conduct Chinese, English and Maths Remedial Classes for P.1 and P.2 students. For P.3-P.6 students, we offer them Supplementary Classes and Tutoring Classes from 3:30 p.m. to 5:00 p.m. after school. In addition, our 'homework tutors' will help students with their homework and revisions after school until 5:00 p.m. every day. We also offer after-school small group training for students who have learning difficulties.

Whole School Approach to Integrated Education:

Our Student Support Team includes Special Education Needs Coordinator, Special Educational Needs Support Teachers, a school-based educational psychologist, a social worker and a full-time school-based speech therapist and teachers who have completed SEN courses. In addition to providing students with special educational needs with intensive individual/group training, we work with external professionals to solicit cross-sector cooperation. In terms of learning, we conduct lessons in small class teaching modes and provide teaching assistants to classes in need. We also arrange assignment/examination accommodation for the 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; and organising activities to create an inclusive learning environment in the school. We work with external organizations to conduct Chinese language reading and writing classes to assist NCS students in lower primary levels in learning Chinese grammar and daily vocabulary.

Curriculum Tailoring and Adaptation:

Our school has developed different e-learning materials for various subjects. For the English subject, we have the Super Pilot e-learning curriculum for students in Grade 1 to Grade 3. As for the Chinese subject, our school has participated in the Education Bureau's "Seed Project" for many years and has produced several school based Chinese curriculum adaptation booklets for students to use.

In Grades 3 to 6, our school implements grouped teaching based on English and Mathematics abilities.

Different learning activities are arranged in class to cater to the diverse learning needs of students. We provide examination, formative assessment and homework adaptations for students who require them. Cross-curricular learning activities are provided to offer a well-rounded learning experience.

Home-School Co-operation and School Ethos

Home-School Co-operation:

PTA has organized different activities, such as outing and badminton team. This is intended to promote a better relationship between parents and their children. Our school also organizes seminars and workshops to help parents understand more about good parent-child relationship. We also have "Adaptation Class" for new P.1 students in summer. Parents are always welcome to talk to our Social Worker on any issues about their children. In order to have a regular contact with parents, we have organized a number of gatherings or meetings, such as Parents' Day and School Administration Enquiry every year.

School Ethos:

PTA organizes various activities including seminars, workshops, parent interest classes, parent-child trips, barbecue evenings, overseas excursions, and fitness activities, to strengthen the interactions between parents, children, and the school. The "Parents' Learning Corner Program" is established to encourage parents to enhance their personal development and serve as positive role models for their children. The parent volunteer team actively participates in community service, assisting with student activities, flag selling, and visiting elderly homes.

Additionally, the school has set up a "Tea Gathering for Parents of New Primary One Students," inviting experienced parent volunteers to help new Primary One parents adapt to school life. Two parent days are held each year, along with curriculum meetings, parent-child talks and trips to maintain strong connections between parents and school.

Future Development

School Development Plan:

1. Implement positive education to promote holistic development and healthy growth for students.
2. Enhance students' self-directed learning, creative problem-solving abilities, and communication and collaboration skills through innovative curriculum.
3. Optimize STEAM education to cultivate essential 21st-century skills.
4. Strengthen study tours to broaden students' perspectives and boost their self-confidence.
5. Implement a BYOD (Bring Your Own Device) program to enhance students' learning skills and enhance teaching and learning effectiveness.

Teacher Professional Training & Development:

According to the needs of the teachers and the contemporary educational trend, the educational institutions and school will hold Teacher Development Day for our teachers.100% of our teachers obtained Degree and 50% of them have obtained Masters Degree.

Others

We have Mr Wong Cho Sum Scholarship, Rev. Kok Kwong Scholarship, Mr Ho Tak Sum Progressive Scholarship and Books and Beyond Reading Club Scholarship for our students. Our school has won Chief Executive's Award for Teaching Excellence, HK Healthy Schools Award Scheme – Gold Medal, HK ICT Awards, World Summit Award, Microsoft Innovative Teacher Competition – Winner of HK Region, First LEGO League Jr. Hong Kong Champion, WRO 2024 Italy: Open Championship Italy 2024 WRO Future Innovations Elementary -Special Award WRO 2024 Italy: Open Championship Italy 2024 WRO Future Innovations Elementary -Special Award.



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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Cheung Ngai	Miss Chan Man Fong Noel	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
Hong Kong & Macau Lutheran Church Ltd.	Growth in Body, Mind, Faith and Love	1992	Chinese	School Bus	About 12000 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	Yes
HKMLC Queen Maud Secondary School					
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$40	\$300	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	4	1	1	Basketball Courts, Art Gallery.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Music Rooms, Science Lab, Activity Room, Mini-stadium, Computer Room, STEAM Room, Campus TV, English Room, Visual Art Room, Game Therapy Centre, PTA Resource Centre, Speech Therapy Centre, AERO SPACE.				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		56
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	39%	67%	48%	11%	41%

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 effective strategies of small class teaching (P.1-P.6) and co-operative learning.								
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							No
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	Analyze students' strengths and weaknesses through a variety of learning activities and projects to encourage improvements. Make use of formative Assessments such as project presentation, classroom performance, skills and attitude observation in Chinese, English and Mathematics (Non-entrance examination results).						
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.2 mixed mode, P.4-P.6 based on academic achievements.						

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	12:35 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and students can bring their own lunch boxes.	Morning-assembly activities include storytelling, Hymn sharing, Affirmative action, reading, morning exercise, Chill for 5 minutes, Campus TV, etc. Lunch activities include a variety of after-lunch activities etc.		1. Provide a variety of after-lunch activities for students to enjoy and perform. 2. Implement Happy Friday for Learning for Fun activities and other interest classes.		

Life-wide Learning

Kin-Ball, athletics, roller skating, English musical, Simulated flight training, Drone training, Young reporter, fellowship, Taekwondo, Ballet, Street Dancing, Scouts, English eloquence classes, Cambridge English, Scrabble, solo and choral speaking, Math Olympiad, choirs, NET English classes, science and invention classes, STEAM classes, VEX Robotic, Hand-Bells Classes, percussion classes and artistic activities

School Mission

We are committed to providing high-quality education with the spirit of Christ, cultivating students' balanced development in morality, intelligence, physical fitness, social skills, aesthetics, and spiritual growth, enabling them to pursue a fulfilling life.

School Characteristics

School Management

School Management Organisation:

The School Management Organisation consists of the following components: Management and organization, learning and teaching, School culture and student support. The School Development Committee is responsible for giving advice to the Administration Board on school issues. The Administration Board consists of 17 members, including the Principal, Deputy Head, Student Guidance Officer, etc.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee (IMC) consists of 7 members: the Principal, one Teacher Manager and one Alternate Teacher Manager, one Parent Manager and one Alternate Parent Manager, one Alumni Manager.

School Green Policy:

To develop and enhance students' eco-awareness through environmental education with different activities.

School's Major Concerns:

- 1. Practice truth, communicate with goodwill, and unlock potential.
- 2. Equip children, dare to challenge, and embrace the future.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. Optimize the school-based reading schemes and establish a book-loving culture.
- 2. To enhance motivation, self-directed learning and generic skills with the flexible arrangement of lessons (35minutes) and different learning activities.
- 3. Cater for learner diversity and different learning styles to enhance learning effectiveness.
- 4. Make good use of e-learning tools to meet the learning needs and abilities of students.
- 5. Inspire potential and build self-confidence by participating in a variety of activities and competitions.
- 6. Continuously optimize the assessment mechanism to help students understand their strengths and weaknesses and establish an independent atmosphere of diligence.
- 7. Through participation in the University Partner Assistance Program, support teachers to form "Professional Learning Communities" to promote continuous school development.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. Strengthening values education
- 2. Making good use of learning time and creating space to promote a balanced physical and mental development
- 3. Reinforcing, STEAM education
- 4. Nurturing students' media and information literacy
- 5. Strengthening cross-curricular learning and reading across the curriculum for developing lifelong learning capabilities

Development of Generic Skills:

Build students' common abilities through school-based curriculum, thematic learning, and diverse activities in the learning domain.

Cultivation of Proper Values, Attitudes and Behaviours:

Our school is rooted in Christian education, fostering students' positive values through the three levels of learning (cognition, affection and action) across both formal and informal curricula. We implement thematic months on values education and school-based Life education, connecting various groups and engaging the entire school community. We provide opportunities for students to practice positive attitudes and behaviours, collectively cultivating a constructive campus atmosphere. Our ultimate goal is for students to embody the qualities of the fruits of the Spirit.

Student Support

Whole School Approach to Catering for Learner Diversity:

Cater for students' learning needs with Intensive Remedial and Capacity Enhancement Programmes. Provide various support groups, homework tutoring classes and trusteeship classes to support students with individual differences.

Whole School Approach to Integrated Education:

Use the Learning Support Grant of the Education Bureau to enhance students' learning effectiveness and help them integrate into school life. The "Student Support Team" of our school is led by the Special Educational Needs Coordinator. Members include school-based educational psychologist, school-based speech therapist, Special Educational Needs Support Teachers and teaching assistants, and provide comprehensive support to students with special educational needs, including various types of support groups, teaching adaptation, homework and assessment accommodation, etc.

Curriculum Tailoring and Adaptation:

Provide differentiated assignments, enrichment courses and special arrangements on assessment and exam.

Home-School Co-operation and School Ethos

Home-School Co-operation:

- 1. Invite parent representatives to join the school board.
- 2. Establish parent communication channels to maintain regular contact with parents.
- 3. Recruit parent volunteers to assist in organizing activities.
- 4. Hold regular parent-focused events such as specialized lectures, family trips, and storytelling sessions to strengthen parents' sense of belonging to the school.
- 5. Set up a parent resource center to provide a dedicated space for volunteers to meet and work.

School Ethos:

- 1. The school is committed to promote compassionate school culture, where students learn "compassionate communication" and "social emotional learning" from an early age, with a strong emphasis on their physical, mental, and spiritual well-being.
- 2. The school upholds a simple and virtuous ethos, focusing on cultivating students' character development.
- 3. A class culture programme is implemented to foster positive teacher-student relationships through effective class management.
- 4. A well-structured discipline and guidance system is in place to nurture students' self-discipline and adherence to rules. Through a reward and penalty scheme, the school reinforces positive attitudes and behaviours among students.

Future Development

School Development Plan:

- 1. Embrace Christian core values as our guiding principles, deepen positive values education, and practice the spirit of faith, hope, and love.
- 2. Foster a empathetic and positive campus culture, nurturing students towards a happy and fulfilling life.
- 3. Enhance school-based counseling curriculum and activities to promote holistic student development.
- 4. Equip students with 21st-century and STEAM (Science, Technology, Engineering, Arts, Mathematics) skills, utilizing information technology to enhance learning effectiveness.
- 5. Cultivate students' reading habits, fostering a self-learning spirit through reading.
- 6. Foster students to establish learning goals and healthy lifestyles, enabling them to accept challenges and build self-confidence.

Teacher Professional Training & Development:

Promote professional development with collaborative design of teaching, experience sharing and lesson observation.

Others

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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Rev. Leung Yat Man	Mr. Ho Yin Fai	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
Hong Kong & Macau Lutheran Church Ltd.	To grow in wisdom and stature, and in favour with God and men	1991	Chinese (incl.: Putonghua) and English	School Bus	About 7000 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
HKMLC Queen Maud Secondary School					
4Rs Mental Health Charter	-	Whole School Health Programme			-

2025/2026 Annual School Charges

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

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	3	1	1	Classrooms are equipped with Wi-Fi and e-whiteboard. STEAM-related teaching equipment such as 3D printers and laser cutting machines is configured.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
20 special rooms: Language Room, STEAM Room, Computer Rooms, Visual Arts Centre, Dancing Room, Storytelling Room, Play Room, Speech therapy room etc.				Ramp 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		57
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
98%	100%	19%	58%	21%	32%	47%

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		In order to help P.1 students adapt to school life, an additional teacher is made available to help out the class teacher during the daily class-teacher period in the morning. From P.4, students are streamed according to their academic abilities.								
Remarks										

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		2	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		0	Number of exam(s) per year (P2 to P6 only)		2		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							No
Diversified Assessment for Learning	1. Assessment for Improvement – implementing a comprehensive P-I-E cycle, connecting learning activities with multiple assessment modes to evaluate students' performance and enhance their learning effectiveness. 2. Two exams are held, followed by additional practice and follow-up evaluations that target students' weaknesses. 3. Promoting 'learning to learn' via self-assessment and peer assessment.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	P.2 and P.3 students have Chinese language lessons conducted in Putonghua. Students are streamed according to their ability level from P.4 to P.6, with two classes allocated to more able students in each level						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	8	35 mins	8:00 AM	3:15 PM	12:25 PM - 1:20 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	In line with the "EatSmart@school.hk" Campaign, student lunches are prepared with less oil and salt. Two days a week, students are provided with fruit. The rooftop features an eco-friendly central kitchen to enhance meal quality. Additionally, the school promotes the "Joyful Fruit Month", highlighting the benefits of eating fruit and encouraging students to consume enough fruit daily.		Teachers and parents regularly monitor and evaluate the quality of lunch provided by the suppliers. After lunch, students can engage in various activities such as performing talent shows, playing games, reading in the library, and listening to stories.		

Life-wide Learning

From Tuesday to Friday afternoons, we conduct various subject-specific or interdisciplinary learning activities, including over fifty extracurricular groups. The school holds three consecutive days of 'Learning without Walls', allowing students to extend classroom learning into real-world experiences, including exchanges in Mainland to broaden their horizons. We also organise themed learning days to equip students at all levels with knowledge from different subjects to solve real-life problems.

School Mission

Our mission is to develop excellent and holistic education through the spirit of God. We offer students a transformative educational experience, empowering them to fulfill their potential in morality, intelligence, physique, social skills, aesthetics, and Christianity. Students are equipped to embrace the positive and meaningful life.

School Characteristics

School Management
School Management Organisation: The School Management Committee appoints a supervisor and a principal. Together with other coordinators chosen from the senior teaching staff, they are responsible for the administration of the school.
Incorporated Management Committee / School Management Committee / Management Committee: The school is supervised by the Incorporated Management Committee (IMC) which consists of the principal, representatives from parents, alumnus and teachers, one independent manager and seven other members.
School Green Policy: By means of school-based curriculum, activities and projects, students learn how to be environmentally aware. Furthermore, we have switched to sending parents e-notices to save paper. We have in place a waste separation and recycling policy that extends to the recycling of books and school uniforms.
School's Major Concerns: Learn and explore, let wisdom grow; Think then act, let your light glow.
Learning and Teaching Plan
Learning & Teaching Strategies: 1. Continuously promote self-directed learning with a student-centered approach, utilising highly engaging classrooms to enhance motivation and foster a love for learning. Establish a learning ladder to teach various learning strategies, helping students learn how to learn. Create real-life scenarios for students to apply their knowledge and skills in solving problems, supported by a school-based reward programme to encourage active learning and the pursuit of excellence. 2. Emphasise bilingualism and trilingualism by creating environments such as Chinese and English "Reading Time", "Putonghua Day", "English Day", and school-based English drama classes to cultivate students' love for reading and enjoyment in using foreign languages. 3. Classroom learning: The school implements a "Note-taking Expert" programme, allowing students to grasp learning strategies. Additionally, diverse low risk evaluations are used in daily teaching to monitor students' learning progress.
Development of Major Renewed Emphases of the Primary Education Curriculum: 1. Establish an "Experiential Exchange" learning ladder — students learn while travelling from their community to Hong Kong, from Hong Kong to the motherland, and from the motherland to the world. This expands students' horizons and enhances self-management and interpersonal skills. Events such as music performances, swimming galas and sports days provide diverse learning experiences and platforms for talent showcases. 2. Make effective use of learning time by centering on Chinese culture with self-study materials for "Accompanying You to China" and "Hong Kong Intangible Cultural Heritage," strengthening values education and national identity. 3. Enrich students' learning experiences through "Learning without Walls" and various comprehensive activities, linking learning content to real life. This promotes deep learning in authentic contexts, fostering holistic development.
Development of Generic Skills: 1. Establishing school-based framework of thinking courses and project learning, through learning and applying thinking and research skills, students progressively develop generic skills. 2. A school-based KS1 program 'Little Tarzan' is designed in which to take nature as the starting point, cultivating students' collaboration, problem-solving, and inquiry skills through hands-on experiments and creative learning activities. 3. Another school-based curriculum "Bee STEAM KIDS" provides students with diversified learning experiences in which to enable students to possess innovative thinking and an entrepreneurial spirit, and enhancing their ability to solve real-life problems.
Cultivation of Proper Values, Attitudes and Behaviours: Using a whole-school approach, we integrate classrooms, morning assemblies, weekly meetings, class meetings, personal growth classes, and special learning days to cultivate the five key qualities of "Sunshine Leaders" through "Knowledge, Emotion, Action": self-love and love for others, love for the school, resilience, optimism, and a commitment to service.
Student Support
Whole School Approach to Catering for Learner Diversity: Adopting the 3-Tier Intervention Model to cater for students with special educational needs (SEN) and planning gifted education curriculum. The first level is the school-based programme. The second level involves top-performing students attending specialised courses in various subjects. Students with leadership qualities will participate in future leader training courses to enhance their leadership skills. The third level involves recommending outstanding students each year to participate in gifted courses at the Academy of Gifted Education.
Whole School Approach to Integrated Education: Our school adopts the 3-Tier Support Model to support the students with special educational needs (SEN). Tier-1: Enhance in-class support by launching co-teaching and Happy Bee Classes. Tier-2: Add-on Intervention, for example, pull out programs for different groups of students with SEN after class, dictation and/or test and examination accommodations for students with learning difficulties. Tier-3: Intensive individualized support for students with severe learning difficulties and SEN such as drawing up of Individual Education Plan.
Curriculum Tailoring and Adaptation: Teachers have tailor-made the curriculum to fit the needs of students and to better cater for students' individual differences.
Home-School Co-operation and School Ethos
Home-School Co-operation: We enhance communication through Parent Days, parent seminars, "Meet the Principal" sessions, parent workshops, and the Sunshine Hotline. The Parent-Teacher Association organises various activities for parents, families, and students to foster mutual understanding. Additionally, we establish a parent volunteer team to strengthen parents' sense of belonging to the school.
School Ethos: 1. Diverse class building activities enhance students' self-management skills and promote a wholesome school atmosphere. 2. The "I Want to Work" programme cultivates students' sense of responsibility and commitment. 3. Focus on the physical, mental, and spiritual health of students, encouraging them to develop their strengths and foster good relationships through cooperative learning, creating a friendly school culture. 4. Promote students' spiritual development and establish a sense of civic responsibility, helping them cultivate positive thinking and create a harmonious campus.
Future Development
School Development Plan: 1. Foster self-directed learning; emphasize arousing students' curiosity and learning motivation; enable students to master diverse learning strategies; and create contexts for students to apply their knowledge and skills. 2. Cultivate the five key qualities of "Sunshine Leaders" through "Knowledge, Emotion, Action", and optimize the student reward programme to further encourage student growth and development.
Teacher Professional Training & Development: In response to school development needs and educational trends, we encourage teachers to pursue further studies when appropriate. Specialised training is provided based on subject requirements, along with participation in collaborative programmes with the Education Bureau and higher education institutions. We establish co-planning meeting groups at all levels and regularly hold workshops, research, and teaching study groups to continuously train teachers in diverse teaching strategies. A special support programme for new teachers offers various forms of assistance in teaching, daily affairs, and student support, such as one-on-one mentoring, workshops, classroom observations, and reviewing student work. Additionally, our school will continue to participate in QTNS to assist partner schools in developing school-based STEAM interdisciplinary curricula.
Others
Establish an "Experiential Learning" ladder that connects the community to Hong Kong, from Hong Kong to the nation, and from the nation to the world. This approach aims to cultivate self-management skills in students, broaden their horizons, and enhance their transferable skills.



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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. Tse Kam Ming	Ms. Ho Wing Yee Catherine	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
Congregation of the Immaculate Heart of Mary Scheut Mission Hong Kong Limited	Immaculate Heart	1990	Chinese (incl.: Putonghua) and English	School Bus	About 4520 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
-	-	\$10	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	Positive Values Paradise, Reading Eggs (reading corner), Pottery Studio, Gym Room, Running Track, Chinese Orchestra Room and Play Therapy Room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Flight Simulator Room, Chinese Culture Room (e-calligraphy table), English Learning Centre, Library, STEAM LAB, Science Laboratory, Art Room, Music Room, Activity Room, Counselling Room, Prayer Room and Dance Studio.				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			24	Total number of teachers in the school		24
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%	50%	41%	21%	38%

Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year				No. of classes	1	1	1	2	3	3	11
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	1	1	1	1	2	3	9
Mode of teaching at different levels	We adopt small-class teaching approach and collaborative learning strategies in our education. We provide after-school intensive remedial support (Chinese/English/Mathematics) for students. Morning reading sessions, afternoon Happy Hour cum ECA sessions and tutorials are also offered.										
Remarks	Native-speaking English Teachers (NETs),Pastoral Assistant, Two class teachers in P.1 & P.6 classes, In-class support (co-operative learning and group learning)										

Performance Assessment

Number of test(s) per year (P1 only)		2	Number of exam(s) per year (P1 only)		2	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		2	Number of exam(s) per year (P2 to P6 only)		2		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	Non-written assessments include P.1 Science and Ethics & Religious Studies skills assessments. Assessments by stakeholders include self-evaluation, peer-evaluation, parent-evaluation, formative assessments, e-learning and e-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 with small group teaching.						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	30 mins	8:10 AM	3:30 PM	12:50 PM - 1:45 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. A committee is set up to supervise the quality and nutritional value of students' lunch provided by the supplier. Students are encouraged to bring their own healthy snacks. 2. Morning exercises on weekdays, with particular attention on spine protection. 3. "Active Students, Active People" Campaign (MVPA60). 4. "Active School" Programme.		Reading and speaking groups with NETs, reading sessions on Friday, Art, Science, STEAM, P.E., Ethics & Religious Studies, Personal Growth Education, Library lessons, I.T. lessons, cross-curricular STEAM Programme, Life Education, tutorial lessons, extra-curricular activities, interests classes taught by professional tutors and Happy Hour (Multiple intelligence activities).		

Life-wide Learning

Music & Art: Orchestra, Chinese Instrument Classes, Percussion Class and Choirs & dances, Rhythmic gymnastics, Pottery and Ink wash painting; Sports: Athletic group, various ball games, Taekwondo, Rope skipping, Pickleball, Chinese martial arts, newly emerged sports; Academics: English and STEAM for high-ability students, Maths Olympiad; Social Service: Junior Police Call, Cub scouts, Scouts, Pioneers of Jesus, Flag Raising Team and Red Cross

School Mission

We are committed to provide whole-person education to our students with an emphasis on the school's vision and missions and core values; develop in our students' moral, intellectual, physical, social, aesthetic and spiritual balance; inculcate Christian values for our students to build righteous values in life; foster a positive and healthy learning environment for our students to grow; encourage our students to pursue excellence; stimulate our students to develop awareness of the importance of righteousness; train our students to be caring, responsible and contributory individuals of the society.

School Characteristics

School Management

School Management Organisation:
Supervised by the IMC, the School Management Board provides guidance to various Committees to implement school development plans.

Incorporated Management Committee / School Management Committee / Management Committee:
The IMC consists of members including representatives from the School Sponsoring Body, Principal, teachers, parents and an independent manager.

School Green Policy:
In response to the School Green Policy, our school has installed smart water dispensers to encourage students to develop a habit of "bring your own bottle", and to reduce the use of single-use disposable plastic. Environmental lectures and dramas are organized to stimulate students' awareness.

School's Major Concerns:
1. Promote positive education, cultivate students' positive values and attitudes to allow them to apply to their daily lives.
2. Use various teaching strategies to build a pleasant and effective learning environment, together with enhancing students' learning motivation and confidence.

Learning and Teaching Plan

Learning & Teaching Strategies:
1. Chinese: 'READ & WRITE' support programme (P.1-P.3), 'Drama and Reading' and schematic learning.
2. English: PLP-R&W & DTS, School-based reading and speaking curriculum (designed and taught by NET).
3. School-based STEAM programme by the Science department.
4. Mathematics: Incorporate English-Maths in all grades; bilingual teaching materials; practical assessments for P.1.
5. Holistic Education: Religious Education, Life Education, Personal Growth Education, Community Service-based Learning and Cross-border Learning.
6. Cross-curricular Activities: STEAM Activity Week, Project Learning Week, Life-wide Learning Day, Chinese Culture Day and World Reading Day.
7. BYOD, School-based Audio Books (Magic Pen) and e-learning.

Development of Major Renewed Emphases of the Primary Education Curriculum:
1. To utilize school hours, 'Happy Hour' is incorporated into the afternoon timetable. Diversified learning activities are designed to enhance students' learning effectiveness.
2. Promote STEAM education with the implementation of 'metaverse course', students are encouraged to participate in competitions related to innovation and technology.
3. Focuses on values education. Through the curriculum, our school promotes and cultivates 12 positive values among students. Strengthens national education by including Chinese painting and calligraphy.
4. The mode of assessment is optimized so as to facilitate learning. By reducing P.1 assessments and excluding P.1 exam ranks, students shall enjoy an increased self-learning time.
5. Various resources such as 'Digital Multi-sensory Learning School Scheme' (interactive whiteboards and VR activities) are offered to enhance students' learning abilities.

Development of Generic Skills:
1. Emphasis is placed on developing students' creativity, communication and collaboration skills.
2. Through STEAM curriculum, students can strengthen their application of mathematical knowledge and develop their creative computational thinking and problem-solving abilities.
3. The annual Art Exhibition provides opportunities for students to show their artistic talents and cultivate a peer-collaborative atmosphere.

Cultivation of Proper Values, Attitudes and Behaviours:
1. Enhance the integration of knowledge, recognition, and action, so as to cultivate students' positive emotions, characters, abilities, and health.
2. Strengthen national education through various learning activities.

Student Support

Whole School Approach to Catering for Learner Diversity:
1. Various kinds of programmes such as P.1 Bridging Courses, Remedial Classes, Learning Ability Enhancement Class, Speech Therapy, Attention Enhancement Class, Social Skills Class and English lessons for Newly-arrived Children are offered to assist students in need.
2. Catering for the needs of gifted and talented students: English Debate Team, Maths Olympiad, MVP Team, STEAM Club and Programming Club.
3. Peer-support programmes: Reading Buddies (Big Brothers and Sisters Programme).
4. School-based educational psychology service and School-based speech therapist are employed to provide support to students with SEN.
5. Multi-sensory learning materials.
6. Community-based Projects.

Whole School Approach to Integrated Education:
Adopting the Whole School Approach directed at three levels (Three-Tier Support Model), namely Universal, Selective and Indicated, to ensure students with special educational needs could receive timely and appropriate support services, such as the adoption of curriculum adaptation from different professionals, including school-based educational psychologist, school-based speech therapist and two school social workers.

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

Curriculum Tailoring and Adaptation:
Adaptations in homework, dictations and examinations, school-based audio books, P.1 school-based English word cards, fun dictation, reduction of printed assessments, e-learning schemes, individual learning programme and P.6 Maths Enrichment Course (in English) are provided.

Home-School Co-operation and School Ethos

Home-School Co-operation:
Parent-Teacher Association, e-parent app, diversified Parent-Child activities (cooking, etc.), Respect Our Teachers Campaign, PTA tea gatherings, Parent Volunteers, Talks for Parents, Parent Education Award Scheme, Parent Workshops, Parent Lesson Observations and bilingual NCS circulars/teaching materials/parents' guidelines.

School Ethos:
1. School ethos is genuine and straightforward, in line with the Catholic doctrine of loving God, loving each other and building a caring school community.
2. Our school is committed to promote positive values education through students' participation of activities at school. Students can reinforce the 24 positive character strengths and cultivate a harmonious learning atmosphere. Furthermore, the school implements reward schemes such as 'klcps incentive scheme', 'Star of the Month' and 'Improvement Award' to encourage students to build positive attitudes while striving for excellence.

Future Development

School Development Plan:
1. Refine school-based curriculum: Digital Multi-sensory Learning School Scheme, BYOD, STEAM education, life education and Promoting Chinese Culture with Digital Technology.
2. Strength values education, guide students to develop positive attitudes in life.
3. Promote e-Reading and e-learning platforms: Foster the culture of reading, discover and share the joy of reading.
4. Utilize school hours and emphasize students' well-being.

Teacher Professional Training & Development:
1. PLP-R/W and DTS (KS1) - EDB.
2. English Language Support Services
3. Workshops/talks on Positive Values Education, National Security Education, STEAM Education & Information Literacy

Others

1. HK Youth Improvement Award, Sai Kung District Outstanding Students Award, Sir Robert Black Trust Fund Grants for Talented Students, Exhibition of Student Visual Arts Work 22/23 (silver), Award for Arts Education in Schools by the Hong Kong Arts Development Awards, received award in the 'Hi-five Student Engagement Award Scheme'. 2. 75th, 76th Hong Kong Schools Speech Festival: three Champion, one 1st runner-up and eight 2nd runners-up; Bronze Honour in the Hong Kong Mathematical Olympiad contest; 2nd runner-up in the Robomaster Competition; silver in the Primary Drone Competition. 3. Sai Kung District Inter-School Athletic Competition: Individual: four First Prizes, one Second Prize, seven Third Prizes, one Fourth Prize; group: two Second Prizes, two Fourth Prizes; HK Inter-Area Primary Schools Athletics Competition: one Second Prize, one Fourth Prize.



樂善堂劉德學校 Lok Sin Tong Lau Tak Primary School

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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Wan Man Wai Rowena	Mr. Hui Chi 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					54%
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	Moral, Intellectual, Physical, Social and Aesthetic Education.	1989	Chinese	School Bus	About 4520 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-				Yes	
4Rs Mental Health Charter	Yes	Whole School Health Programme		Pledged School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$30	\$300 (Specific purpose charges)	\$600 (Teaching Affairs)

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	Each classroom is equipped with a computer, projector, broadcasting system and WiFi.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
STEM Center, Visual Arts room, Music room, I-Library & Information Technology Learning Center, Campus TV, Activity room, Ceramic Art room, English Learning Centre(E-Zone), PTA room, Wellbeing Corner, organic Farm.				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				30	Total number of teachers in the school		33
Qualifications and professional training (%)				Years of Experience (%)			
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above	
100%	100%	40%	74%	3%	21%	76%	

Class Structure

				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year				No. of classes	3	3	2	2	2	14
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	2	3	3	2	2	14
Mode of teaching at different levels		Integrate diversified teaching strategies; namely self-directed learning, blended learning, collaboration and e-learning. Strengthen the interface between different key stages. Implement curriculum adaptation. A wide range of teaching strategies are adopted to cater for both gifted and high-ability students. Homework classes and remedial teaching are organized to support different learning needs.								
Remarks		Small class teaching is adopted which caters for individual child physical arts development. For Chinese, picture book teaching is adopted. Both English and Space Town adopt a RAC approach. The ELPS model is applied in Maths. STEAM education is implemented with a focus on inquiry learning to raise 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	Teaching and assessments are in alignment. Through "assessment as learning", various kinds of strategies are used to provide learner feedback. Self and peer evaluation enhance students to regulate their own learning. Teachers adjust the teaching practice to monitor students' learning progress. There are three examinations throughout the year to check students' abilities.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	The school has small class teaching and group activities that enhance interaction among the students. The learners perceive their own and their team-mates' competencies. Enhancement and intervention classes are also established to meet the needs of diverse learners						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	11	30 mins	8:10 AM	3:20 PM	1:00 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	To create a positive, healthy and caring school environment. To promote the physical and mental health of teachers and students, through activities such as Love for Kids scheme, Positive education activities and Physical Fitness Award Scheme. We also provide scheduled activities for overweight students to exercise regularly.		To cater for the development and needs of the children, we arrange diversified learning activities which enrich their study life and inspire their potential. Students are encouraged to learn outside the classroom, and build up an understanding and caring for the community. In effect they are practicing what they have learned.		

Life-wide Learning

There are different types after school activities for students such as Acapella, Dodgebee team, Fencing team, Unicycling, Speech Training, STEAM Robot Team, Ceramic art, Casting, Drama performance, Chinese dances, Hip Hop dances, Football team, Touch Rugby team, Basketball, Rope Skipping, Ukulele, Ethereal drum, Djembe, Maths Olympiad training, and Athlete team.

School Mission

Provide quality whole-person education focusing on moral, intellectual, physical, social and aesthetic areas. A happy learning environment and many opportunities provided to inspire our students' talents. We impart subject knowledge to students and cultivate positive attitudes as well as the importance of behaving responsibly in society.

School Characteristics

School Management

School Management Organisation:

Our school is managed by the Incorporated Management Committee which was established in 2006. The administration of school affairs is under the supervision of the principal and various school administration teams: Academic Affairs, School Affairs and School promotion, Curriculum, Pedagogy, Discipline and Guidance, Reading Promotion, Teacher-Parent cooperation, Extracurricular Activities and Information Technology, Student Affairs and Student Support team.

Incorporated Management Committee / School Management Committee / Management Committee:

IMC comprises 14 members. The composition of IMC is Sponsoring Body Managers, School Principal, Teacher Managers, Parent Managers, Alumni Manager and an Independent Manager. Regular IMC meetings are held to discuss school affairs and developmental schemes.

School Green Policy:

Set up recycling bins for environmental recycling activities; conduct scientific inquiry activities and project learning with environmentally friendly materials. We join different environment protecting programmes, e.g. HK Green School Award, Jockey Club "Intelligent Resource Management Programme" and BEAM Plus in schools Project. We set up photo-voltaic (PV) modules and joined the CLP Renewable Energy Connection Scheme.

School's Major Concerns:

- (1). Flexible learning schedule to enhance self-directed learning and life-long learning.
- (2). With the goal of fostering moral character, we will continue to promote positive education, enhance students' self-management skills, and establish a healthy lifestyle.

Learning and Teaching Plan

Learning & Teaching Strategies:

There are six characteristic learning programs: School-based STEAM education, exchange programs, Art education (ceramic art, drama, music), gifted education, service learning and environmental education. Strategies like diversified learning, curriculum adaptation and blended learning are incorporated. Through project learning, excursions, education camps and e-learning, the school provides students with real life experience on RaC, self-directed learning and learning by doing. Students' work is displayed. High participation and performances are encouraged. In lessons, students' imagination and creativity are inspired through different learning strategies such as reading skills, conceptualization, games, role-play and drama.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Set specific assessment goals to inspire students' independent learning ability and to cultivate positive attitudes. Cope with curriculum integration, STEAM education, RaC is applied. School creates learning space such as Fun Fun English and General Studies LBD. Regularly, various subjects organize experiential activities implemented with moral education and national education. To equip students to meet the challenges of the 21st century, different e-learning platform and Apps are applied. Self-directed learning, regulated learning on lesson preparation, in-class activities as well as after-lesson extension learning are empowered to cater for students' learning diversity. Strengthening Values Education (including life education, nation education and nation security education): To foster proper values and attitudes in our students, we follow the direction of the EDB to nurture in the students the twelve priority values and attitudes through everyday learning activities.

Development of Generic Skills:

Through different areas such as school-based drama class, ceramic art classes, talent exploitation, STEAM lessons (which provoke inquiry and problem-solving skills), learning by doing, project learning, various competitions, leadership training, volunteer service, students' nine generic skills are cultivated. Students can develop their creativity and personal talent. These generic skills also help students develop their personal growth and cultivate their positive moral attitudes. Gradually, children build up their personal, social, and emotional abilities. These lifelong skills can be applied in the future to cope with the challenges in the 21st century.

Cultivation of Proper Values, Attitudes and Behaviours:

We nurture students' positive values and attitudes through classroom learning, assemblies, class meetings and life-wide learning activities. Moral and Civic Education theme: Promote "Positive Education" in Moral and Civic Education curriculum. Advocate self management and learning in services via various counseling programs.

Student Support

Whole School Approach to Catering for Learner Diversity:

- (1). Cater for learners' diversity through collaborative learning, enhancement programs, remedial classes, after-school support classes and intervention programs.
- (2). Adopt adaptive curriculum, homework and assessment policy.
- (3). Provide growth and guidance support by setting up Guidance Group, home visits, two class teachers system and the Shue Yan University counseling support program. Professional counseling services are provided by school-based professional social workers and Educational Psychologists.

Whole School Approach to Integrated Education:

- (1). Establish a learning support team to support students with special educational needs.
- (2). Set up different small group training programs, such as attention training, reading and writing programs for dyslexic students and social skills training groups.
- (3). Professional counseling service: school-based educational psychologist and school-based speech therapy service.
- (4). Set up an individual education plan.
- (5). Annual provision of "Summary of Support for Students" to parents of students with SEN, a mechanism for soliciting parents' views and discussing students' progress.

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

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

Curriculum Tailoring and Adaptation:

Set up learning indicators for each subject and level. Enhance and adjust learning and teaching pedagogy according to students' learning performance. It includes tailor-made teaching content, specific designed teaching materials, deepened or fine-tuned teaching strategies as well as diversified assessment as learning activities. Incorporate higher-order thinking ability training into the whole-class curriculum as a way to enhance students' learning ability and identify talented students. Appropriate school-based support courses are provided for gifted students with better ability, whereas, support such as counseling or induction programs are given to students with less abilities.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The PTA serves as a good platform for home-school communication. Parents are invited to join the IMC. Parents participate in talks and voluntary work annually. An annual picnic for teachers, parents and students is held to enhance communication among them.

School Ethos:

We promote Invitational Education through "5Ps" (Policies, Programmes, People, Processes and Places). We are dedicated to developing children's self-esteem, confidence, self-management, self-reflection and self-learning abilities. We insist on building a love and caring culture, harmonic relationship and a sense of belonging among pupils and teachers through vast successful learning experiences and whole school approach programs such as English Angels, Reading Buddy Scheme, Storytelling, learning in service programs, etc.

Future Development

School Development Plan:

- (1). Establish a Happy Learning and Caring school.
- (2). Promote Gifted Education. Enhance the ability of biliteracy and trilingualism.
- (3). Develop the overseas study tours.
- (4). Further develop e-learning and self-directed learning. Develop a school-based STEAM curriculum.
- (5). Improve school facilities and learning environment.

Teacher Professional Training & Development:

Through Teacher Professional Development Days, various school-based professional trainings and lesson planning as well as support from EDB and other universities, it further enhances teachers' assessment literacy, e-learning strategies, self-directed learning, STEAM teaching, cross-curriculum initiatives, differentiating instructions and addresses to learner diversity. According to the principles in 'T-standard +' and 'Professional Standard for Teachers of Hong Kong', teachers are encouraged to join in all kinds of professional training. Hence, teachers' professionalism is widened through local and overseas visits and professional exchanges.

Others

- (1) Scholarships donated by the school sponsoring body are awarded to students with outstanding performance in their academic results and conduct.
- (2) Lots of participation in inter-school sports day, speech festival, drama festival, music festival, creative story writings, study camp, field trips.



保良局馮晴紀念小學

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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Xuan Hongyan	Miss Tsang Wai Oi	Established	Aided Whole Day	Co-ed	Not Applicable
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					93%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Po Leung Kuk	Love, Respect, Diligence, Sincerity	1996	Chinese	School Bus	About 7000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-				Yes	
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$30	\$250-\$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	Basketball court, covered playground, canteen, STEAM classroom, innovative learning centre, meditation room, planting platform, Ocean Discovery Park
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Three computer rooms, eight multi-purpose rooms, two student-guidance rooms, a music room, an art room, a science laboratory, a conference room and a performing theatre.				Ramp, Accessible lift and Accessible toilet.

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

Number of teaching posts in the approved establishment			54	Total number of teachers in the school		57
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	32%	79%	14%	25%	61%

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. Implementation of small-class teaching for all grades. 2. Pupils are of integrated capabilities in P.1-P.2. 3. Pupils are streamed into one elite class according to academic capabilities in P.3-P.6.								
Remarks		-								

Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	2	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)	0	Number of exam(s) per year (P2 to P6 only)	3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies					Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders					Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	1. Apart from traditional examination, evaluations on different generic skills such as project making are carried out through the school-based curriculum. 2. Course-work and quiz/dictation for English, Chinese and Mathematics are marked for formative assessments.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	Streaming of pupils is according to the academic results of Chinese, English and Mathematics in P.3-P.6. The top thirty are grouped into one elite class while the remaining is evenly distributed to other 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	8:00 AM	3:25 PM	12:50 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. Implementation of 'Morning gymnastics programme'. 2. Participate in the "sportACT Award Scheme" jointly organized by the Leisure and Cultural Services Department and the Education Bureau. 3. The lunch menu designed by the lunch supplier has to comply with the guidance of the healthy eating model.		Lunch Recess/Activity Time: 13:30-14:00 (Mon., Tue., Thur.) Tutorial session: 1 lesson every day Extra-curricular activity: 2 lessons per week Multifaceted experience: 55 minutes per week Plural activity: One hour and twenty-five minutes per week		

Life-wide Learning

The school provides some long-term training such as choir, string orchestra, badminton, table tennis, football, rugby, track and field, swimming, volleyball, Mathematical Olympiad training. There are also various activities such as flute, violin, piano, basketball, Chinese dance, English drama, science experiments, volunteers training, Chinese Kung Fu, Cub Scouts and Brownies, handicrafts, solo and choral verse speaking, organic farming, STEAM activities, etc.

School Mission

Our school aims at providing an all-rounded education to nurture our students to have a balanced development in the moral, intellectual, physical, social and aesthetics aspects.

School Characteristics

School Management

School Management Organisation:

The school is directed by the Incorporated Management Committee. Day to day management is conducted by the Executive Committee with a team of senior teachers, headed by the principal. Under the Executive Committee are the academic or functional departments, with each has its own rights and duties.

Incorporated Management Committee / School Management Committee / Management Committee:

The school has established the Incorporated Management Committee including School Sponsoring Body Managers, Teacher Managers, Parent Managers and Independent Manager.

School Green Policy:

- 1. With facilities for renewable electric power by bicycle, solar energy and wind energy.
- 2. Electricity Saving: Switch on the air-conditioners only when the temperature is above 25 degrees Celsius.
- 3. Reduce paper consumption: Implementation of electronic circulars, double-sided paper for writing and printing.
- 4. Water Saving: The washrooms are equipped with automatic sensor faucets to avoid wasting water.
- 5. Using food waste machine to degrade food waste into fertilizer for organic farming.

School's Major Concerns:

Cultivate students to establish the habit of self-directed learning and promote positive education.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. Emphasis on interactive learning, especially pair and group discussion.
- 2. Implementation of multi-directional learning model in the classroom to cater for individual differences.
- 3. School-based curriculum such as curriculum integration, project learning, service learning, multi-intelligence curriculum, integrated learning are arranged in the school time-table to enhance pupils' generic skills.
- 4. Double periods facilitate effective interactive learning activities. Teachers assist pupils with their homework during tutorial lessons.
- 5. Multifaceted experiences encourage pupils to work diligently and enrich their learning experience.
- 6. Flexible use of lesson time: site visits, talks, music and cultural appreciation, community service learning, subject-based activities are organised in the weekly plural-activity period to facilitate current curriculum development and enrich pupils' learning experience.
- 7. Organize educational camps and exchange programmes to widen pupils' horizon.

Development of Major Renewed Emphases of the Primary Education Curriculum:

In addition to regular flag-raising ceremonies, commemorative activities are held on special days such as the National Day, and students' interest in and respect for national culture is also cultivated through daily teaching. Our school is also committed to the development of STEAM education, developing STEAM through curriculum and activities, and providing students with comprehensive STEAM education in a subject-based, activity-based and problem-based model. In recent years, STEAM Day and cross-disciplinary activities have been carried out to strengthen students' interest in STEAM exploration and to make learning more effectively connected with concepts, wisdom, and skills in different fields.

Development of Generic Skills:

Our school infiltrates the cultivation of common skills such as communication, analysis, creativity, and problem-solving into the major learning areas and school-based characteristic courses such as curriculum integration, project learning, service learning, and multiple intelligences, so as to cooperate with the curriculum reform.

Cultivation of Proper Values, Attitudes and Behaviours:

Our school applies the concept of positive psychology in the school environment. Through positive education, students and teachers can cultivate and use their strengths of character, build positive emotions and happiness, enhance resilience, and establish a positive outlook on life so as to live a more meaningful and abundant life.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1. Teachers arrange different learning activities in the classroom to cater for learning diversity of students.
- 2. Remedial Assistant participates in the classroom teaching to provide individual support.
- 3. Individualized Education Planning Committee has already been set up to establish and review the learning goals and progress.
- 4. Intensive assistance from school-based educational psychologist and school-based speech therapists are provided for students with special needs.
- 5. Special educational needs coordinator and special educational needs support teachers help catering the needs of the students.
- 6. Purchasing services for students with special needs.

Whole School Approach to Integrated Education:

Our "Student Support Team" is responsible for coordinating Integrated Education. We mainly assist students to adapt to and enjoy school life as soon as possible through remedial lessons, different social groups, the Understanding Adolescent Project, counselling assistant, school social worker and school-based educational psychologist.

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. Learning courses at various levels are provided for students of different abilities.
- 2. Enrichment programmes have been designed on Chinese, English and Mathematics for the academically-gifted classes.
- 3. In order to enhance and develop students' different abilities, multiple intelligence enrichment classes are arranged after class.
- 4. Small-group remedial classes are provided.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The PTA has established a good partnership with the school. Every year the PTA conducts various "parent-child activities" such as sports day, picnics, interest classes. They also form a volunteer team and participate in the school events such as acting as reading partners for students, as voluntary assistants in the school library, etc.

School Ethos:

We emphasis discipline training and guidance. We also aim to educate students to be responsible and disciplined, actively promote a "caring school culture" and develop a healthy campus. In 2015, school houses were established. A house is a group of students to learn from one another. Through the process, different types of energy such as vital, dynamic, supportive and cohesive power can be conceived among students. They share a common goal, learn to give and take, and share the results of such efforts. In the coming days, we will implement Positive Education to strengthen students' good characters.

Future Development

School Development Plan:

- 1. Enhance students' emotional handling skills, increase positive emotions, build positive interpersonal relationships, and create a "positive campus" environment.
- 2. Improve students' self-concept, learning motivation, and interests, while strengthening their self-management and reflective abilities.

Teacher Professional Training & Development:

- 1. Arrangement of three teacher development days for whole school training every year.
- 2. Implementation of open-evaluation on teaching lessons, peer teaching preparation, peer teaching observation, evaluation and teaching sharing.
- 3. Arrangement of sharing tours for teachers to other cities.

Others

Pupils are trained to participate in international contests, e.g. the International Mathematics and Science Olympiad (IMSO). The school has formed a sister school with the mainland primary school and holds exchange activities every year.



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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Ho Arnaldo Yau Heng	Mr. Chan Shui 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					93%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Po Leung Kuk	Affection, Respect, Diligence, Honesty	1999	Chinese	School Bus; Nanny van	About 7000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$20	\$400	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	Installation of wireless LAN network in whole school and interactive touch digital screen and visualizer in each classroom.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Library, Music Room, e-Learning Room, Computer Room, Visual Art Room, Student Activity Centre, Campus TV Station, Swimming Pool.				Accessible lift and Accessible toilet.

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

Number of teaching posts in the approved establishment				54	Total number of teachers in the school		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%	16%	52%	5%		36%	59%

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 are implemented for whole school. Appropriate tiered curriculum focusing on catering for learner differences and group learning are provided for different abilities of students.								
Remarks										

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		2	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		0	Number of exam(s) per year (P2 to P6 only)		3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	1. There are three examinations throughout the school year to evaluate the progress of students' abilities and act as useful feedback for teachers. 2. Besides written assessments, there are different types of assessments such as project learning, group discussion, presentation, classroom performances, implementation assessments 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	1. The arrangement of P.1 classes is based on proportion of boys and girls. 2. For P.2-P.6, two of the classes are elite classes.						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:00 AM	3:15 PM	12:30 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and students.	1. Morning exercise sessions are available. 2. Promote healthy diet culture to cultivate students' healthy eating habits.				

Life-wide Learning

Swimming Team, School Choir, Elite Mathematics Training, Musical Instrument Class, Chinese Drum Team; Pop Live Band, Dancing Team, Rope Skipping Team, Rugby Team, Lion Dance Team, Flag Twirlers, Debate Team, Drama Clubs, Scout Group, Brownie Team, Little artists, Road Safety Team etc., over 60 kinds of activities.

School Mission

Encourage students to remember 'Affection', 'Respect', 'Diligence', 'Honesty' as our school mottos and promote the 'Education Quality Circle Scheme' so that students make all-round progress in the areas of moral, intellectual, physical, social and aesthetic development. They will be healthy, energetic, caring for society, responsible, law-abiding and will become life-long pursuers of self improvement through learning.

School Characteristics

School Management

School Management Organisation:

The school has set up Po Leung Kuk Incorporated Management Committee. For daily operation, the Principal leads each administrative group curriculum development group and student growth group to promote and implement the affairs in each aspect as well as Invitational Education.

Incorporated Management Committee / School Management Committee / Management Committee:

Incorporated Management Committee was set up in 2012. Members include Supervisor, Director, Principal Manager, Independent Manager, Teacher Manager, Parent Manager and Alumni Manager.

School Green Policy:

Formulate school environmental policy including education, energy saving, emission reduction, recycling and purchase. Students are educated from different angles to foster awareness and concern for environmental protection in order to lead a green life.

School's Major Concerns:

- 1. Promote values education and foster students' humanistic and technological literacy.
- 2. Create a well-being campus and cultivate a new generation with physical, mental and mental health.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. There is continual development of school-based curriculum reform. School-based curriculum is tailor-made for students based on their needs so as to enhance their lesson participation and facilitate self-directed learning ability.
- 2. Making use of multimedia teaching and initiating life-wide learning periods and cross-curricular learning activities provide students with a deep and broad range of learning styles and all-round development opportunities. In turn, this will enable students to develop generic skills through different learning contexts.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Our school is planning cross-curricular theme learning with a whole school approach for the development of a school-based values education curriculum, life education, national education and national security education. This will utilize the school vision of the sponsoring bodies, from which STEAM elements and cross-curricular reading are infiltrated. Healthy living habits that facilitate balanced physical and mental development are also connected so as to develop a specific school-based curriculum. In addition, each subject integrates differentiated teaching into the curriculum as well as the cycle of learning and teaching to encourage the diversity of students. In order to create school-based teaching characteristics, teachers use blended learning both inside and outside the classroom to integrate multi-participation and diversified assessment literacy into regular teaching, so as to develop students' lifelong learning abilities.

Development of Generic Skills:

With the use of cooperative learning in small class teaching strategies in lessons, students' collaborative and communicative abilities are developed. Through multi-faceted learning experiences which include creative design thinking curriculum, gifted education, STEM curriculum, coding course and robot-making curriculum, students' understanding, creativity, problem-solving, communication and collaboration skills are enhanced.

Cultivation of Proper Values, Attitudes and Behaviours:

- 1. Set up moral education and growth classes every week to instill core values;
- 2. Implement interdisciplinary thematic learning across all levels, integrating a school-based curriculum that embodies the sponsoring body's ethos and school motto

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1. Provide 'Student Support Team' and use 'Whole school Approach' mode to take care of students with Special Educational Needs.
- 2. SENCO takes charge of each inclusive measure to provide the Three-Tier Intervention Model for the needy.

Whole School Approach to Integrated Education:

- 1. Provide 'Student Support Team' and use 'Whole school Approach' mode to take care of students with Special Educational Needs.
- 2. SENCO takes charge of each inclusive measure to provide the Three-Tier Intervention Model for the needy.
- 3. Emphasize cooperation between parents and school, establish communication mechanism and through various channels discuss with parents about student support strategies.

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:

- 1. Through pedagogical research, design curriculum continually to cater for students' needs.
- 2. Provide pull-out tutorial sessions and expand cognitive teaching by providing various types of courses and support to gifted students.
- 3. Promote whole-level school-based Gifted Education Curriculum and set up a pool of gifted students to systematically make a record of their strengths in order to provide them with a performance platform and develop their talents.

Home-School Co-operation and School Ethos

Home-School Co-operation:

- 1. Many parents' talks are organized every year and activities are co-organized with the PTA to ensure frequent communication.
- 2. IMC has parent manager to let parents take part in school administrative affairs.
- 3. Provide parental courses to assist parents with their children's learning.

School Ethos:

- 1. Our school attaches great importance to class management and building a positive campus culture.
- 2. The school attaches great importance to moral education, academic cultivation and the cultivation of multiple intelligences and practising of holistic education.
- 3. School-based social workers, speech therapists and school-based educational psychologists provide timely support to students and families in need.

Future Development

School Development Plan:

- 1. The integration of information communication technology and artificial intelligence systems into the daily learning and teaching process based on high participation and multi-interaction.
- 2. The creation of diverse growth experiences and cultivation of students with core character values, gratitude and knowledge.

Teacher Professional Training & Development:

Apply information communication technology and integrate it into daily teaching. Integrate values education into school-based curriculum and teaching and learning.

Others

- 1. Promote a positive school culture.
- 2. Utilize generative AI to support Chinese writing learning.
- 3. School-based swimming program.



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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. Sin Mun Ying Monica	Ms. Wai Suk Ching Mela	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
Pok Oi Hospital	Erudition and Virtue	1998	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
-	-	\$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	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
There are sixteen special rooms including English Language Learning Room, STEM LAB, Creative and Multimedia Technology Centre, Flight Simulator and Golf Course.				Accessible lift, Accessible toilet, Accessible public information / service counter and Visual fire alarm system.

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

Number of teaching posts in the approved establishment				27	Total number of teachers in the school		32
Qualifications and professional training (%)				Years of Experience (%)			
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above	
84%	100%	25%	73%	28%	25%	47%	

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	2	2	2	2	3	2	13
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	2	2	2	2	2	3	13
Mode of teaching at different levels	The school advocates collaborative learning to stimulate students' development in various aspects. Through learning with peers, in heterogeneous groups, students are encouraged to support and learn from each other. The school aims, is to cultivate students' exploring and learning abilities, in order to attain a higher level of cognitive learning.							
Remarks	Small-class teaching is implemented to cater for learning diversity. There are less than 25 students in a class.							

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	There are 3 summative written assessments for all subjects throughout the year. For P.1, there are no exams during the 1st and 2nd terms; instead, student performance is recorded through a learning portfolio. Ongoing assessments are conducted to review learning progress and performance. Each subject will also provide a learning attitude assessment report, offering specific feedback.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	We believe that every child has their own potential. We encourage students to establish mutual support, learn cooperatively, respect and appreciate each other. All classes are of average ability. no elite class is set.						

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	3:30 PM	1:05 PM - 2:10 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. Daily morning exercise sessions; 2. SportACT Award Scheme & Physical Fitness Award Scheme; 3. Promote healthy eating on campus and cultivate good eating habits for students. 4. A total of 60 minutes of break time each day, including short breaks and lunch, with various activities available for students to participate in for relaxation.		1. Reading Sessions are set every morning and lunchtime in order to foster students' reading habits. 2. Lunch / Recess Activities: Recreation and sports activities, Experiments for Kids, ENGLISH PEGLAND, Subject Activities, etc.		

Life-wide Learning

- 1. Based on an experiential learning philosophy, the timetable is arranged to have classes in the morning and diverse learning activities in the afternoon, including invitational education courses, language activities, and reading activities.
- 2. Organise Life-wide Learning Days and visits held by different subjects to increase students' learning experience and broaden their horizons.
- 3. Organise overseas exchange activities for P.4-6 students to broaden their horizons.
- 4. Provide over 30 extracurricular activities.

School Mission

Pok Oi Hospital schools, with the motto of "Erudition and Virtue", cultivates students to "love, care and serve" the community. We support professional leadership and teaching in education, and endeavor to create a salutary learning atmosphere. Together with stakeholders, we work to build a learning community. We foster whole-person development, noble character, positive values, lifelong learning, and the pursuit of excellence in students. We nurture students to have an all-rounded leadership quality, including capacity to think independently with international perspective, excel in communicating and collaborating with others, and who value cultural inheritance, empathy and patriotism.

School Characteristics

School Management

School Management Organisation:
Incorporated Management Committee / Supervisor / Principal.

Incorporated Management Committee / School Management Committee / Management Committee:
Incorporated Management Committee was established in 2006.

School Green Policy:
Teach and raise students' awareness of environmental issues through Moral and Civic curriculum; Set up recycling facilities, arrange for environment related activities.

School's Major Concerns:
The theme of the School Development Plan 2024-27 is Joyful Learning and Thoughtful Exploration; Confidence, Resilience, and Compassion.
1. Continue to deepen self-directed learning to enhance learning confidence and effectiveness.
2. Strengthen values education to cultivate the qualities of a compassionate individual.

Learning and Teaching Plan

Learning & Teaching Strategies:
1. Promote cooperative learning to cater for students' diversified learning needs.
2. Promote e-learning models to cultivate students' self-directed learning skills.
3. Implement dual-subject-teacher policy in CHI, ENG & MATHS for P.1 to take good care of students' needs through collaborative learning and group activities.
4. Chinese Language: Parents of P.1-P.6 can choose to use Cantonese or Putonghua as the medium of instruction.
5. English Language: Use "Big Book Approach" to teach English through interesting stories and lively language learning activities. The school employs 3 NET teachers to create better learning environments for students. The PIE International English Programme is implemented in Lower Primary and incorporates IB teaching method into the English curriculum to strengthen students' English learning ability.
6. Mathematics and General Studies: Use inquiry-based approach.

Development of Major Renewed Emphases of the Primary Education Curriculum:
1. According to the "Curriculum Framework of National Security Education in H.K.", implements the content of the 8 major areas of "National Security Education" in each subject.
2. There are STEAM and Information Technology classes every week on the school timetable, so that students can learn STEAM and programming education systematically.
3. Set up cross-subject theme learning and reading activities to cultivate students' generic skills with diverse learning experiences.
4. There are morning reading classes on the school timetable to cultivate students' good reading habits.

Development of Generic Skills:
Curriculum using a competency-based approach to develop students' creativity, collaboration, communication, analytical, critical thinking and problem-solving skills.

Cultivation of Proper Values, Attitudes and Behaviours:
1. Flag-raising ceremonies and speeches under the national flag are held every week to strengthen national identity.
2. Implement the Enhanced 'My Pledge to Act' Programme optimizes moral education and information literacy courses to cultivate correct values.
3. Service learning: Build empathy, learn to be grateful and cherish blessings.
4. One person, one job scheme: Build self-confidence, cooperation, courage and commitment.
5. School-based Guidance Award Scheme.
6. Large-scale performance activities: Give full play to students' strengths, build self-confidence and sense of identity.

Student Support

Whole School Approach to Catering for Learner Diversity:
We value the diversity of students and implement a tiered support model to cater for students' different learning needs. We provide a variety of support group counseling, including Chinese and English reading and writing training, concentration, emotional socialization, etc., to help students learn more effectively, build interpersonal relationships and participate in group life.

Whole School Approach to Integrated Education:
Members of the Student Support Team include special educational needs coordinators, support teachers, student counselors, school-based educational psychologists, school-based speech therapists, small class teachers, etc. They are responsible for planning and implementing measures to support students with learning difficulties.
Services: School-based educational psychology services, hiring school-based speech therapist; support from student counselors and teaching assistants, whole school approach to providing tiered support for students with ASD, Jockey Club keen and active kids project, student mental health support scheme and enhanced support services for hearing-impaired students.

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

Curriculum Tailoring and Adaptation:
Through joint lesson preparation and classroom research, we design adaptation and enrichment programs for students in need to ensure that they can keep up with the curriculum and unleash their potential.

Home-School Co-operation and School Ethos

Home-School Co-operation:
1. Strengthen home-school communication through parents' day, sunshine calls, parent's talk and workshop;
2. Arrange Classroom Observation for parents to let them know more about students' learning;
3. Host parent-child activities, such as home-school day trip and Sports Day;
4. Established Parent-teacher Association and Volunteer Team to allow parents to participate in school affairs.

School Ethos:
Nurture students' motivation and eagerness to do self-learning and develop moral values. Teach students to establish an environmentally friendly way of life by cutting wastes created purely for leisure and comfort. Teach students to be grateful for being fortunate, respect elders and cherish the weak. Establish a mechanism where the strong leads the weak, the elder cares for the young. Strengthen peer relationships and home-school cooperation.

Future Development

School Development Plan:
1. To optimize the performances of teaching and learning, take competency orientation as the direction of curriculum development. We strive to cultivate students to master various abilities and build up a solid foundation for lifelong learning.
2. To teach students learn to love and appreciate themselves and others, take the initiative to care the needs of people. To strengthen positive attitude through experiences.
3. To incorporate e-learning elements into teaching to enhance students' interest in learning and make learning more effective.
4. To develop STEAM and programming courses to enhance students' inquiry, logical thinking and problem solving skills.

Teacher Professional Training & Development:
Professional trainings for teachers are encouraged and undertaken.

Others

Provide scholarship for students who have excellent academic performance; Encourage potential students to participate in Inter-schools competitions; Arrange for students to exchange in Asia and China.



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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Ng Sze Fuk	Mr. Ng Chor Keung	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
Sai Kung Central Lee Siu Yam Mem. Sch. School Management Committee Ltd.	Perseverance, Agility, Benevolence and Integrity	1995	Chinese & English	School Bus	About 8500 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	\$300 per year	Replacement of student card \$50 each

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	Jogging Tracks
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
2 Music Rooms, 1 Visual Art Room, 2 Computer Rooms, 1 Student Activity Centre, 1 Multi-Purpose Room, 1 Library, 1 Language Room and 1 General Studies Room and Preparation Room.				Ramp, Accessible lift and Accessible toilet.

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

Number of teaching posts in the approved establishment			45	Total number of teachers in the school		52
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	30%	25%	30%	35%	35%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year		No. of classes	3	4	4	4	5	4	24
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)		No. of classes	4	3	4	4	4	5	24
Mode of teaching at different levels	Students can choose to have Chinese language lessons conducted in Putonghua and Maths conducted in English. We have a Chinese remedial programme for Non-Chinese students. Intensive Remedial classes in English and Maths are provided for P.2 to P.5.								
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	Formative and Summative Assessment: Examinations, Project Learning, Students Performance (during lessons).				
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 English academic results.				

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:00 AM	3:30 PM	12:00 PM - 12:50 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Our school was awarded a Gold award in the Hong Kong Schools Award Scheme 2003-2004. This scheme is implemented by the Centre for Health Education and Health Promotion of the Chinese University of Hong Kong.		We have class teacher lessons, homework remedial lessons and a wide range of learning activities.		

Life-wide Learning

We have a number of activities and classes for students to join from Monday to Friday during school hours. These classes include coding lesson, Kids Yoga, Handbell, violin, guitar, African drum, Chinese dance, STEAM etc, and are taught by professional instructors. Those students with good performance may be selected to compete in inter-school competitions.

School Mission

The school aims to exploit and develop student's individual potentials, by helping them to cultivate effective self-study behaviour; in the spirit of perseverance, agility, benevolence and integrity; for the benefit of future generations.

School Characteristics

School Management

School Management Organisation:

Our school is managed by the Sai Kung Central Lee Siu Yam Memorial School management committee. Our daily teaching practices and school affairs are reported to the school supervisor by the principal. School groups are organized in the following structure: There are six administrative groups within our school led by an administrative master / mistress head; eight specialized committee groups managed by leaders; eight subject panels headed by panel chairs. Additionally, there are four APSMs to assist in administrative duties.

Incorporated Management Committee / School Management Committee / Management Committee:

IMC of Sai Kung Central Lee Siu Yam Memorial School

School Green Policy:

To carry out an organic farming project. To use T5 fluorescent tube lighting in the school environment. To set up renewable energy facilities such as wind and solar thermal energy sites.

School's Major Concerns:

Concern 1: Promote interdisciplinary reading to enhance students' interest in reading.
Concern 2: Focus on values education to cultivate students' attitudes of respecting others and self-discipline in adhering to rules.

Learning and Teaching Plan

Learning & Teaching Strategies:

Emphasis on bi-literacy and tri-lingualism. Chinese language is conducted in Putonghua and Maths is conducted in English classes. Focused writing curriculum for Chinese and English subjects. Extra-curricular activity lessons, moral education lessons and Homework remedial lessons from Monday to Friday.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Through positive education, students can cultivate and use their own personality strengths to build positive emotions and happiness, enhance resistance, and build a positive value on life.

Development of Generic Skills:

The nine generic skills are to be developed through learning and teaching in the context of different subjects or key learning areas.

Cultivation of Proper Values, Attitudes and Behaviours:

We will promote 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:

The school will set an educational plan for early identification and assistance of special needs students. We will adopt a multi-faceted approach to teaching methods and assessments. Remedial classes as well as an after-school learning support group will be set up.

Whole School Approach to Integrated Education:

In order to promote the whole school approach to integrated education, the Student Support Team is set up to support the students with special educational needs. In addition, the school has also received the Tier-2 support grant from the Education Bureau and the enhanced school-based speech therapy services.

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

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

Curriculum Tailoring and Adaptation:

Teachers have tailor-made the curriculum to fit the needs of students and to better cater for students' individual differences.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Good home-school cooperation enhances teacher-parent relationship in order to promote parent-teacher collaboration for the well-being of our students.

School Ethos:

To strengthen the bond between students and teachers, our school offers adaptation programs for Primary 1 and Primary 6 students to support their transition. We also provide homework remedial classes, moral education activities, recreational programs, field trips, school picnics, etc. Additionally, counseling services are available for students who need extra support. With the warm support of our parents, our dedicated parent volunteer team actively participates in organizing school events.

Future Development

School Development Plan:

- 1. Strengthen teachers' professional development in order to match the Chinese Quantitative Literacy Programme and reading programmes, so that we can upgrade our students' language ability and academic results.
- 2. Strengthen teachers' monitoring systems and match educational reforms to upgrade students' academic results.
- 3. Set up a Chinese and English class/group to better facilitate students' learning development.
- 4. To create and sustain a productive language learning environment for students.

Teacher Professional Training & Development:

In order to match our school's development, teachers have professional training and development in the aspects of different subjects, curriculum development, modification, assessment and teaching strategies.

Others

- 1. To strengthen parent-teacher relationships in order to cultivate students' self-confidence and self-discipline.
- 2. Provide varied activities in order to promote students' spiritual and physically development in a healthy and progressive manner.



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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. Duggimpudi Raja Ratna Reddy	Mr. Fung Ka Chun Chris	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	Modesty, Love, Diligence, Honesty	1924	Chinese (incl.: Putonghua) and English	Nanny van	About 15000 Sq. M
Through-train Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
Sai Kung Sung Tsun Catholic School (Secondary Section)					
			Yes	Yes	Yes
4Rs Mental Health Charter	-	Whole School Health Programme		-	

2025/2026 Annual School Charges

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

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
16	1	1	1	Sacred Heart Church, Environmental Control System of Greenhouse, Gallery and Conference Room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Library, Creative Science Room, Religious Room, Tutorial Room, Activity Room and Multipurpose Room.				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			26	Total number of teachers in the school		29
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	40%	64%	30%	19%	51%

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	3	2	2	2	2	13
Mode of teaching at different levels	Small class teaching is adopted to cater for learners' diversity. We are implementing "Bring Your Own Device" (BYOD) policy for allowing students to bring their own mobile devices to schools for eLearning and STEM activities, so that personalized and student-centered learning facilitate student's 21st century skills effectively.						
Remarks							

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		0	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		0	Number of exam(s) per year (P2 to P6 only)		3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	1. There are three summative assessments for Primary 2 to 6 (No summative assessment in Primary 1) with analysis and follow-up after each assessment. 2. Teachers can assess students' learning progress and adjust teaching content through the adaptive learning system. 3. Students are provided with different learning experiences through project learning and excursions in different subjects.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	Class by average abilities.						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	40 mins	7:55 AM	3:20 PM	12:40 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. To cultivate students' interests and habits of doing sports, we arrange Sports Paradise in each cycle. 2. Organize different sports activities in recess, to cultivate students' habit of continuous exercise. 3. To promote newly emerged sports, e.g. Padel, Kinball, helping students to explore their different potentials.		1. Personal Portfolio Evaluation sessions are set for both students and teachers to share their growth in life. 2. The whole school promotes gifted and talented courses such as: Cambridge English, International Mathematical Olympiad, Green Mech, Art training, Tiptop ball games and emerging sports, etc. 3. English drama lessons are conducted each week to enhance our students' language proficiency.		

Life-wide Learning

Provide multiple interest classes such as padel, fencing, kinball, speed staking, athletics, rugby, basketball, football, fancy skipping, taekwondo, harp, ukulele, Chinese dance and lion dance; provide multiple intelligence lessons and project-based excursions; set up school uniform teams, including Scouts, Brownies, the Young Pioneers of Christ, Volunteer Team Road Safety Patrol, and Community Youth Club.

School Mission

Upholding Catholic parochial schools' beliefs, our school is devoted to proclaiming the Gospel, and encouraging students to experience the Christ spirit in a practical way. With the motto of Modesty, Love, Diligence and Honesty, we aim to cultivate our students' ability of self-study, self-development and self-realization. Meanwhile, we get our students ready to serve our community, to know our country and to embrace the world. Our students are guided to understand the importance of five core values of Catholic schools: Truth, Justice, Love, Life and Family.

School Characteristics

School Management

School Management Organisation:

Following the Principal, there are four different directing branches. The school's development is achieved by a team work of the faculty and staff.

Incorporated Management Committee / School Management Committee / Management Committee:

Sai Kung Sung Tsun Catholic School (Primary Section) Incorporated Management Committee

School Green Policy:

- 1. Our school advocates green canteen
- 2. School-Wide Ecological Education courses: Our school is participating in the "Seahorse Club" established by the Ocean Park Conservation Alliance. To encourage students to advocate for conservation and develop eco-friendly habits through Service- learning.
- 3. Set up a Reptile Pavilion: To cultivate students' appreciation for the precious value of life education, we have specially set up a Reptile Pavilion. This allows all students to experience interaction with reptiles first hand and increase their awareness of caring for and protecting animals.

School's Major Concerns:

- 1. Fostering students' Proper values and attitudes, help to deal with the challenges in their future life.
- 2. To nurture students self-directed learning capabilities, innovation and information technology can be used to fully demonstrate their strengths.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. Use Putonghua to teach Chinese Language subject, cooperating with reading, literacy and writing programme in order to prompt the awareness of using written Chinese.
- 2. Adopt 'Big Book approach' in Primary One in order to prompt students' abilities in using vocabulary, sentence and grammar; sets up eLearning for teaching core subjects.
- 3. Focus on teaching problem-solving skills in Mathematics.
- 4. Teach General Studies through science experiments, field trips and ecological learning activities.
- 5. Develop BYOD project to cooperate with online classrooms to enable students to make good use of I.T. to assist learning.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Taking cultivation of positive values and attitudes as the direction, we make use of everyday life events to strengthen the coordination of learning activities, and enhance the connection, among various cross-curricular domains in values education, including moral education, civic education, national education (including Constitution, Basic Law and national security education), anti-drug education, life education, sex education, media and information literacy education, education for sustainable development, human rights education under the legal framework, etc. so as to provide students with all-round learning experience conducive to their whole-person development.

Development of Generic Skills:

Practice multiple intelligences and multi-sensory learning in the classroom.

Cultivation of Proper Values, Attitudes and Behaviours:

Our school participates in the "Religious Education Support Program" organized by the Catholic Education Office, promoting a school-based values education curriculum combined with comprehensive student counseling services. Focusing on character strengths from positive psychology, we aim to cultivate students' appreciation for themselves and others. Through volunteer services, students enhance their understanding of different communities and develop a sense of responsibility towards society, promoting positive life qualities and building resilience.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1. Offer bridging courses and after-school support for Primary One students.
- 2. Extend special training and activities to gifted students and allow students to perform their full potential.
- 3. Organize 'Understanding Adolescent Project', emotional counselling group and other counselling group to support students who are in need.

Whole School Approach to Integrated Education:

Our school fosters an inclusive and caring environment, supporting students with special educational needs (SEN) through a whole-school approach and tailored services. The Student Support Team includes the Vice Principal, SENCo, teachers, social workers, teaching assistants, and school-based educational psychologists. We use the Learning Support Grant to employ additional staff and engage professionals, enabling specialized services like attention training and dyslexia support. Personalized accommodations for learning, homework, and assessments are provided, along with IEPs. Peer mentoring and regular parent communication further support student integration.

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

Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; organising activities to create an inclusive learning environment in the school; and our school uses Putonghua to teach Chinese in all classes / groups at all levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc. The course of "Learning Chinese by Playing Board Games" is organized to allow non-Chinese speaking students to learn and apply Chinese vocabulary through games.

Curriculum Tailoring and Adaptation:

Set up personalized timetable in the afternoon in order to help students to finish their homework or take gifted courses. 'No Homework Day' on Wednesday to ensure students have sufficient time to revise for Chinese and English dictation or assessment. There is a revision period before the summative assessments. There is no summative assessment for primary One.

Home-School Co-operation and School Ethos

Home-School Co-operation:

- 1. Set up parent's voluntary team to assist students' indoor and outdoor school activities.
- 2. Organize parent-teaching class, parent-child trip and summer courses.

School Ethos:

- 1. Implement 'Positive Attitude Award Scheme' to appreciate students' good behaviors and self-discipline attitude.
- 2. Focus on students' spiritual development and practice love in life.
- 3. Provide the school social worker support by identifying students' academic, social or emotional problems.
- 4. Organize parents' talk regularly.
- 5. Set up "School Parents Mobile App" for parents to get the latest information and circular.

Future Development

School Development Plan:

The Science Education provides a wide range of learning experiences for students to develop scientific literacy with a firm foundation in science, realize the important relationship among science, technology, engineering and mathematics, and master integration and application of relevant knowledge and skills across. Cross-curricular ecological ambassador program to enhance student awareness in safeguarding ecological security.

Teacher Professional Training & Development:

- 1. Collaborate with educational psychologist and professional organizations for planning school-based gifted programme.
- 2. Cross-curricular learning, integrating elements of Chinese culture, values, sustainable development goals, and national security education and natural connection of various subjects, enhances students practice it in their daily lives.
- 3. Mainland and Hong Kong teacher exchange and collaboration program: Collaborating with mainland Chinese teacher to design a school-based curriculum on "Chinese Culture and Classic Literature Learning.

Others

- 1. Provide training courses for students to learn and participate in School Drama Festival, School Music Festival and Speech Festival to enrich students' experiences of performing on stage.
- 2. Recommend students to participate in the election of outstanding students and praise the students who have excellent academic performance and character.
- 3. The Outstanding performance elections for extra-curricular activities are held every year in order to praise students who actively participated in internal and external activities and competitions.



School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Kwok Chi Kay Peter	Ms. Kwong Ka 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
Anglican (Hong Kong) Primary Schools Council Limited	Not to be served but to serve	2004	Chinese	School Bus	About 6100 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	\$450	Replacement of student card \$40

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	3	1	1	Classrooms, special rooms and the hall are equipped with multi-media facilities. Bible Garden, Lybyrith, Railway Museum are installed.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Library, Language Room, English Interactive Learning Centre, two Music Rooms, General Studies Room, Visual Art Room, Campus TV Room, Computer Assisted Learning Room, Student Activity Room, Student Guidance Room, Prayer room.				Accessible lift, Accessible toilet, Tactile guide path and Accessible public information / service counter.

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

Number of teaching posts in the approved establishment			28	Total number of teachers in the school		35
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	20%	63%	10%	36%	54%

Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year			No. of classes	1	1	2	2	4	3	13
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)			No. of classes	1	1	1	2	2	4	11
Mode of teaching at different levels		The school adopts the Activity Approach and small class teaching from P.1 to P.6. We have employed four Native English Teachers to teach Reading with our local teachers. We have joined SPACE TOWN in P.1 and PLPR/W scheme in P.2-P.3.								
Remarks		Before term starts, bridging courses are provided to P.1 and P.6 students for a week.								

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					No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	Assessment includes 1 test and 2 exams as summative assessment conducted during the year and formative assessment of each subject. Project learning is integrated across subjects. We utilize peer assessment and self assessment to evaluate the students in their 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	Streaming according to students' academic results for 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	10	35 mins	8:00 AM	3:15 PM	12:45 PM - 1:35 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	To cultivate the habit of regular exercise, our school provides lots of opportunities for students to participate in various sports. Additionally, students can join different sports activities before lessons in the morning and during recess, as well as extracurricular activities to improve their physical fitness.		Prayer is held every morning. Flag-raising ceremony takes place on Mondays, moral and national education are held. Every Tuesday and Thursday afternoon, students participate in Diversity Learning Programme which design is based on the principle of "experiential learning". It not only consolidates subject knowledge, but also promotes communication and cooperation among students and develops generic skills.		

Life-wide Learning

Tailored to students' developmental needs, this approach provides essential experiential learning opportunities, allowing students to enhance their learning outcomes through firsthand exploration and experimentation. Activities include large-scale school events such as Subject Days, Field Trips, Educational Visits, Sports Days, and diversified learning sessions held every Tuesday and Thursday afternoon. Each activity is designed to enrich students' experiences and promote inquiry-based learning, enabling them to apply knowledge in real-life contexts.

School Mission

In accordance with the school motto 'Not to be served but to serve', our school shall nurture and develop our students morally, academically, physically, socially, aesthetically and spiritually and aim at promoting the all-round development of students. Our school shall equip our students to develop a lifelong self-learning, thinking, exploring, creativity and adaptive skills in order to help them be confident and collaborative to make contribution to the country and the society in the future.

School Characteristics

School Management

School Management Organisation:
Anglican (Hong Kong) Primary Schools Council authorizes the School Management Board to run the school.

Incorporated Management Committee / School Management Committee / Management Committee:
Our IMC is composed of seven sponsoring body managers, one ex-officio manager (the principal), one independent manager, together with one alumni manager, two teacher managers and two parent managers. They lead our school development and supervise the school's daily routine.

School Green Policy:
Solar panels are installed on the roof to provide electricity. Touch-free faucets are replaced to reduce water waste. Drinking fountains are installed to encourage students to BYOB. Environmental recycling activities are held regularly. Students are taught to use recycling bins, and Environmental Ambassadors in each class are assigned to manage and promote paper recycling and energy conservation. The "Butterfly Garden" and "Butterfly Corner" are set up to allow students to observe the growth of butterflies in our beautiful campus.

School's Major Concerns:
1. Cultivate students with confidence and happiness as 'Tseung Kei Kids' by learning from the bible and love people as themselves.
2. Promoting STEAM to improve students' inquiry abilities through cross-curricular courses.
3. Improving students' interest in reading by promoting all-round reading atmosphere on campus.

Learning and Teaching Plan

Learning & Teaching Strategies:
Morning prayers and weather reports are held in biliterate and trilingual. Subject activity days are held every year. Generic skills are applied through life-wide learning and STEAM activities. Study tours outside Hong Kong are held to broaden students' horizons. To promote and optimize the updated Seven Learning Goals of Primary Education.

Development of Major Renewed Emphases of the Primary Education Curriculum:
National Security Education, Reading across the curriculum.

Development of Generic Skills:
Our school organizes cross-curricular reading days, project learning, subject activity days, STEAM activity day and outdoor activity days to cultivate students' generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:
Our school develops students' learning habits through daily learning routines. We also promote the motto from bible verse 'Not to be served but to serve' to students. We shall offer, in a Christian context, and all-rounded education that encourages and enhances the development and growth of the students morally, academically, physically, socially, aesthetically and spiritually. We also aim to raise students' self-esteem by appreciating oneself, being responsible and developing interpersonal intelligence.

Student Support

Whole School Approach to Catering for Learner Diversity:
We have adjusted our school based curriculum to cater to student learning diversity. We provide extra support and training to more able students in order to maximize their competency. We also provide various social and academic training classes to cater Newly-arrived Children. SENCO coordinates and works with a team of professionals (e.g. School-based Educational Psychologist, Speech Therapist, School social worker etc.) to help and train the students with special needs.

Whole School Approach to Integrated Education:
Training and support measures for gifted students include co-teaching, remedial teaching in small groups during morning and afternoon sessions, and purchasing service training groups for underprivileged students. The school-based educational psychologist, school-based speech therapist, and school social worker collaborate to support students with special educational needs (SEN) through "Early Identification", "Early Intervention", "The Whole School Approach", "Home-School Cooperation", and "Cross-Sectional Collaboration".

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

Curriculum Tailoring and Adaptation:
For students of different abilities, we provide levelled worksheets in the enriched or tailored courses to improve their learning. We also have tutorial classes, enhancement classes and pull-out programmes which provide appropriate learning activities for students with different learning needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:
PTA organizes numerous interesting and meaningful activities for parents and students every year such as parent-child activities, outdoor activities, workshops and parents' training. Through PTA, parents also participate in voluntary work contributing to student learning. They even set up scholarships to encourage students' performance. The School has organised parent education programme. 'Tseung Kei Community' is set up to discover parents' talents which are valuable resources to the development of the school.

School Ethos:
Our students are polite and well-behaved. In accordance with the teachings of Jesus Christ and the school motto 'Not to be served but to serve', our school shall nurture and develop our students morally, academically, physically, socially, aesthetically and spiritually. Our school value both guidance and discipline so that students can stay in a loving and harmonious environment.

Future Development

School Development Plan:
1. Implementing Inquiry-based Learning through cross-curriculum project.
2. Employ a number of Native-speaking English teachers to enrich the English learning environment.
3. Optimizing Inquiry-based Learning and problem-solving activities in Mathematics to develop students' thinking modes using multiple perspectives.
4. Promoting cross curricular reading.
5. Developing school-based Railway Museum Programme and STEM curriculum.
6. The school facility, Labyrinth Garden, and its curriculum has been set up to enhance students' national awareness and nurture their positive values and attitudes.

Teacher Professional Training & Development:
Using high-order thinking strategies and cooperative teaching strategies in daily teaching activities to enhance teaching effectiveness.

Others

1. Eight scholarships in each level are offered every year.
2. Student Study Tours & Exchange Programs (e.g., Xi'an Historical Culture & Aerospace Technology Exploration Tour, Macau Cultural Exchange Tour, Tokyo Sports Exchange Tour in Japan, Exchange Program with Sister School in Huizhou, etc.)
3. Extracurricular Activities covering a wide range of fields, with a strong emphasis in sports and music. Sports offerings include emerging activities such as golf and skateboarding, with free courses available. Additionally, free musical instrument rentals are provided to expand learning opportunities.
4. Students are also encouraged to participate in external activities, including community service, event spectating, art experiences, tree-planting initiatives, and public performances, all aimed at boosting their confidence and broadening their social awareness.



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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 Joseph, Ass. P.P.	Mr. Chan Sin Fo	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	God's love transforms our lives.	1961	Chinese (incl.: Putonghua) and English	School Bus	About 9600 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	\$300 (To create a diversified and comfortable learning environment for students.)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	4	1	1	60mTrack, Reading Corner, Facilities for football, basketball and table tennis, Virgin Mary Shrine, Kiln, Planting Area, Table Football, Roman Square
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Prayer Room, English Garden, English Funland, Dancing Room, STEAM Room, Computer Room, Campus TV, Music Room, Visual Art Room, Library, Activity Zone.				Accessible lift, Accessible toilet, Tactile guide path and Accessible public information / service counter.

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

Number of teaching posts in the approved establishment				55	Total number of teachers in the school		60
Qualifications and professional training (%)				Years of Experience (%)			
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above	
100%	100%	43%	38%	9%	22%	69%	

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	5	5	5	5	5	30
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	5	5	5	5	5	30
Mode of teaching at different levels	We implement Small Class Teaching (SCT) in P.1-P.6. We use Putonghua as the medium of instruction for Chinese Language at all levels (P.1-P.6). Besides, we adopt a Whole-school Gifted Education Programme to cater for students' diversified learning needs.						
Remarks	School-based Programme - Ready to Read (R2R) in P.1-P.2 to enhance the reading proficiency of students focus on reading supplemented with various interactive tasks and activities. EDB supported Programme - Speaking to Writing (S2W) in P.3 to enhance the writing proficiency focus on specking to build writing skills.						

Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	2	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)	0	Number of exam(s) per year (P2 to P6 only)	3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies					Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders					Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	Different modes: Formative Assessment, Quality Assignment, Project Learning, Creative Writing, Model Design and Making, Cross-subject Learning Assignment. Participation of different parties: Teachers' Assessment, On-line Assessment, Students' Self-assessment, Peer assessment and Parents' Assessment. Acquired the Quality Assessment and Accreditation dealt by HKEAA. No exams for P.1 in first 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	Mixed ability classes from P.1 to P.3. According to students' academic results from P.4 to P.6.				

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:10 AM	3:20 PM	12:40 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	As we aim to help develop students' physical fitness and healthy eating habits, we participate in the QEF Thematic Network on Healthy Schools Campaign and promote the Straighten-Up Exercise (implemented by Children Chiropractic Foundation). We have already attained the EatSmart School Accreditation.		Creating an environment for learning, promoting all round development: 1st-6th lessons: Cycle mode (Day 1-6) subject learning. 7th-8th lesson: Multiple-intelligence Activities, Values Education, Reading session, STEAM session, Art session, Study groups. 9th lesson: Homework lesson.		

Life-wide Learning

Our school provides a variety of diversified activities to develop life-wide learning. Dancing: Folk Dance, Ballet. Sport teams: Tag Rugby, Ice Hockey, Karate, Athletics, Swimming, Rope Skipping, etc. STEM: AI Drone Mission Programming, Astronomy Club. Music: Handchime, Harp, Choir, Violin, Percussion Band. Art: Ceramics, Oil Painting, Art Club. Uniform groups: Cub Scout, Brownie, Hong Kong Road Safety Patrol, Hong Kong Red Cross Junior Units.

School Mission

Let every student be filled with the unconditional love of Jesus Christ, be equipped with the qualities of self-esteem, self-understanding, self-confidence, self-discipline and self-reliance.

School Characteristics

School Management

School Management Organisation:

Our school is subordinated to the Catholic Diocese of Hong Kong directly, and governed by the Incorporated Management Committee which is led by the Supervisor. The Principal is authorized to lead the School Improvement Team, various Policy Making Team, Administrative Team, various Functional Team and Subject Panel Team in order to establish school policies and development plans, to execute various school affairs and implement the Whole Person Education of Catholic Schools. The Parent Teacher Association and the Alumni Association supports the development and daily operations of the school, and also provides advice regarding the improvement and development of the school.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee of St. Andrew's Catholic Primary School was established on 1 April 2014. The 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:

Green Policies: We teach students to treasure everything in the nature that is created by God and be a responsible Earth keeper. Teachers actively promote environmental protection activities, encouraging students to aid environmental protection.

School's Major Concerns:

- 1. Develop new educational ideas to promote diversified learning.
 - 2. Promote values education to cultivate students' physical, mental and spiritual health.
- Core Values: Study hard; Appreciate everyone; Care for others; Pray to God; Share your joy.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. Create an authentic "Language-rich Learning Environment" to enhance students' language skills.
- 2. Implement T3, C3, CEO Reading program and Speaking to Writing in English learning.
- 3. The 'SK2' (Skill and Knowledge in 2 periods) session in the afternoon includes VIP (Value-added Programme) and Smart Programme. The VIP programme caters for learning diversity by streaming students into different ability classes.
- 4. Promote STEAM teaching to cultivate students' critical thinking ability, creativity and inquiry spirit.
- 5. Promote gifted education in different levels through the training on critical thinking skills, and the Science and Technology curriculum.
- 6. Carry out the School-based Financial education.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. Enhance care for student diversity: P.1 is examined twice throughout the year, with progressive assessments replacing exams.
- 2. Strengthening the transition course between kindergarten and primary school: focus on experiential activities to help students learn to know themselves, take care of themselves, and acquaint them with the school environment and the school staff; create a classroom climate to build children's sense of security and adapt to the new learning environment.
- 3. Strength value education: integrating life education, positive education, and national education.
- 4. Enhance learning and reading across the curriculum.

Development of Generic Skills:

Cultivate students' creativity, problem-solving skills and critical thinking skills through appropriate learning activity design, cooperative learning, project learning and other activities.

Cultivation of Proper Values, Attitudes and Behaviours:

We aim to promote positive education. Through the incorporation of religious education, moral and civic education, and the school-based activities held by the Discipline and Guidance Department, we create a loving and caring learning environment which elevates positive attributes of our students. In order to introduce the 24-character strengths to students, we hold various class management activities and promote them through the booklet for the Positive Growth Programme. Furthermore, we have implemented a 'One student-One service' programme in the hope of building students' self-affirmation, self-confidence, and positive interpersonal relationships through class-based and school-based service teams.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1. We have the Student Support Team which is responsible for designing and implementing strategies to cater for learning diversity among students and formulate student support accordingly.
- 2. A Value-added Intelligence Programme (VIP) is conducted in the afternoon whereby students are grouped according to their different learning abilities.
- 3. With the cooperation of the school-based educational psychologist and external organizations, we provide appropriate student guidance and discipline service.

Whole School Approach to Integrated Education:

Our school uses the "Whole-school Approach to Integrated Education" to support students with special educational needs. The "Student Support Team" is responsible for implementing and evaluating the strategies which include peer tutoring, collaborative teaching, small group learning and Homework & Assessment accommodation. Further, individual education plan will be implemented for Tier-3 support.

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

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

Curriculum Tailoring and Adaptation:

P.4-P.6 classes are divided according to the ability of the students. To cater for learner diversity, there are different ability groups with differentiated teaching designs in the afternoon sections.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Parent-Teacher Association organizes parent education workshops, interest groups and other activities, such as parent-child trip. We have Parent Volunteers and Class Parent Representatives to facilitate the co-operation and communication between the school and parents.

School Ethos:

- 1. We promote Positive School Culture through the implementation of school-based activities like 'Proud of You' and 'A Praise a Day'.
- 2. We also encourage Classroom Management.
- 3. Each student takes up a duty in class to serve one another.
- 4. Through the incorporation of religious education, transition courses, moral and civic education and school-based activities to promote Holistic Education.

Future Development

School Development Plan:

- 1. Develop new educational ideas to promote diversified learning.
- 2. Promote values education to cultivate students' physical, mental and spiritual health.

Teacher Professional Training & Development:

- 1. We arrange co-planning periods, peer lesson observation and lesson demonstration training.
- 2. Provide systematic training to teachers for professional development including gifted education, e-learning programme and students assessment data analysis etc.

Others

Acquired the Quality Assessment and Accreditation dealt by HKEAA.
Hong Kong Awards for Environmental Excellence(Environmental Campaign Committee)
The champion in the Hong Kong Schools Dance Festival Western Dance for twelve years.



順德聯誼總會梁潔華小學
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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Lo Ying Ming Thomas	Ms. Wun Siu Kam	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					90%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Shun Tak Fraternal Association	Erudition, Propriety, Commitment, Honesty	1996	Chinese	School Bus; Nanny van	About 5250 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
30	3	1	1	There is an artificial turf and learning commons for students to participate in different varieties of activities.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Computer Rooms, Multi-purpose Rooms, Chinese Activity Room, English Activity Rooms, Mathematics Activity Room, General Studies Laboratory, Gymnastics Room, Dance Rooms, Music Rooms, Art Room, Games Room, STEAM Room.				Ramp, Accessible lift and Accessible toilet.

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

Number of teaching posts in the approved establishment			54	Total number of teachers in the school		54
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	42%	33%	16%	27%	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	"Small Class Teaching Scheme" is implemented and there are 5 classes in each level with about 25 students per class. Small classes facilitate the use of various teaching strategies. Group activities are designed to stimulate students' interest in learning. We aim at developing students' self-directed learning and inquiring skills so as to encourage students to become lifelong learners.						
Remarks	From P.1-P.3, the medium of instruction of Chinese Language is Putonghua. From P.4-P.6 the school implements 2 medium of instructions in teaching Chinese Language. Mandarin is used as the MOI in 2 classes while Cantonese is used in the others.						

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	Wide range of formative assessments: 4 language skills are assessed in Chinese and English. 'Hands-on' and logical-thinking questions are included in Maths assessments. Assessments on news and performing life skills are adopted for General Studies. Students' knowledge, skill and attitude are evaluated in Computer Studies, Music, Visual Arts and P.E. No assessment for P.1 in the 1st 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	P.1 to P.3 are mixed ability classes. P.4 to P.6 students are streamed into different classes according to their language proficiency and mathematical / scientific mind.						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	7	35 mins	8:30 AM	3:30 PM	12:45 PM - 1:35 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Our school aims to create a healthy and enjoyable learning environment for building up healthy lifestyles, positive values and proactive attitudes among students.		It is compulsory for students to have lunch at school. Parents may choose to order lunch boxes provided by the catering service supplier or drop off packed lunch or take-away lunch boxes at school before the designated collection time. To ensure a safe and hygienic dining environment, teachers and parents are assigned to monitor the whole lunch-serving process.		

Life-wide Learning

- 1. The experiential activities organized for the Key Learning Areas.
- 2. A series of whole-school events (e.g. Sports Day, school picnic) and some theme-based activities specifically for certain levels (e.g. P.4 Self-care Camp, P.5 Overseas Exchange Tour, P.6 Graduation Camp) are also organized.
- 3. School teams and interest groups including orchestra, choir, choral speaking, debate, athletics (such as track and field, rope skipping, dancing, gymnastics, martial arts, lion dance, taekwondo, badminton, table tennis, football, volleyball, basketball, tennis, mini-tennis), Mathematical Olympiad, abacus, drawing, ceramics, musical instruments, etc.

School Mission

The school is committed to providing quality primary education.
We are committed to creating a learning environment filled with mutual respect, acceptance and care.
Curriculum that advances with the times and diversified learning opportunities are provided to foster students' moral, intellectual, physical, social and aesthetic development.
We also endeavour to nurture students as compassionate, confident, caring and gregarious citizens who will contribute to the society.

School Characteristics

School Management

School Management Organisation:
The school consists of different departments: Administration, Curriculum Development and different functional groups. Their duties include planning, implementing, monitoring and evaluating various school affairs.

Incorporated Management Committee / School Management Committee / Management Committee:
Incorporated Management Committee was founded in 2005.

School Green Policy:
A wide array of activities are organized to promote green initiatives and environmental protection so as to raise students' awareness on these world issues.

School's Major Concerns:
1. Cultivate students' positive morals and values.
2. Emphasize both academic excellence and development in physical education, music and visual arts.

Learning and Teaching Plan

Learning & Teaching Strategies:
1. Use life-wide learning strategies to develop and foster students' self-directed learning and spirit of inquiry.
2. Adopt Space Town Literacy Programme, English and Chinese big books in KS1 to enhance students' reading interest and abilities.
3. Provide language, Maths and Science enrichment courses for the gifted classes in KS2 accordingly to develop students' potential to the fullest.
4. Trends in curriculum development by EDB, P.1 to P.4 General Studies is divided into 2 parts, namely 'Humanities Education' and 'Science Education', disaggregation of the school-bases General Studies curriculum of P.5 to P.6.

Development of Major Renewed Emphases of the Primary Education Curriculum:
1. Develop positive education to cultivate students' positive values.
2. Focus on student-centered learning and use diverse strategies, such as group discussions, field trips, and inquiry-based activities, to enhance students' interest in learning and build lifelong learning capabilities.
3. Implement STEAM education to inspire students to learn and explore, and cultivate their media and information literacy.
4. Regularly organise interdisciplinary activities and reading events, such as Health Campus Day, Chinese Culture Day, People and Environment, Reading Day and STREAM Days.
5. To cater students' diversity, we provide advanced courses for academically gifted students and sports and arts programs to develop students' potential; hold regular subject meetings to strengthen communication among teachers and care for students' learning.
6. Organise outdoor visit, overseas exchange programs, leadership training camps and other activities to broaden students' horizons.

Development of Generic Skills:
Integrating and establishing natural connections between different learning areas or subjects in order to develop various common competencies in students comprehensively.

Cultivation of Proper Values, Attitudes and Behaviours:
This year, school co-organises with City University to promote positive education, which is carried out in primary 1 to primary 6 values education lessons, hoping to cultivate students' personal strengths and potential. We hope they can actively face the pressures and challenges in life.

Student Support

Whole School Approach to Catering for Learner Diversity:
1. Students' potentials are well identified and developed through the enrichment courses of different subjects and the Sports and Aesthetic Development Scheme.
2. The regular meetings among the subject teachers facilitate the communication between the teachers, which enables teachers to understand and cater for each students' learning needs.
3. The Discipline and Counselling and the social workers meet periodically to evaluate students' performance and help students with their holistic development.

Whole School Approach to Integrated Education:
1. The Student Support Team is set up to take care of students with different learning needs.
2. Learning and examination adjustment are provided for students with special educational needs (SEN) according to their special learning needs.
3. A School-based Educational Psychologist and a School-based Speech Therapist, together with the SENCO, are providing professional support for students with SEN.

Education Support for Non-Chinese Speaking (NCS) Students:
Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; organising activities to create an inclusive learning environment in the school; hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents of NCS students; and our school uses Putonghua to teach Chinese in all classes / groups at certain levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc.. Translating major school circulars.

Curriculum Tailoring and Adaptation:
1. Different levels of support is provided to students with different abilities so that they can develop their interest and potential.
2. Enrichment courses in language and science are designed for more capable students.
3. A homework session is timetabled for students to do homework at school on school days. It develops students' good homework habits.

Home-School Co-operation and School Ethos

Home-School Co-operation:
The Parent-Teacher Association was established in 1998. Parent Managers are invited to join the Incorporated Management Committees. Besides, over a hundred of parent volunteers in supporting various school activities. Parents are invited by the principal to give their opinions on various school matters periodically. To establish a close and mutual relationship with parents, class teachers contact parents regularly to inform them about their children's performance at school.

School Ethos:
We adopt an award system to cultivate a harmonious learning environment. Students show optimism and self-confidence under this approach. The school strongly advocates the development of a 'Love and Caring' atmosphere.

Future Development

School Development Plan:
1. For sustainable self-improvement and development, school helps students cultivate mutual love and respect and develop a sense of commitment.
2. Enhance the effectiveness of learning and teaching upon curriculum integration.
3. Foster students' self-directed learning capabilities through adopting e-learning.

Teacher Professional Training & Development:
We stress the importance of the professional development of teachers. Continuous training is provided for teachers on all subject matters in line with the school's Major and Key Concerns, the development of subjects-taught and the changes in the society.

Others

Our students' passion and outstanding performance in music and sports has become one of the school's greatest traditions.



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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Fr. Reginio Mechelle Tongoy	Mr. Ma Yat Lung	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
Congregation of the Immaculate Heart of Mary	Diligence, Wisdom, Love, Honesty	1990	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
-	-	\$20	\$300	Alumni Association Fee \$20

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	Chess Corner, English Corner, EPS, etc.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
STEM Room, MMLC Room, Prayer Room, Art Room, Music Room, Activity Room, Visual Arts Workshop, Campus TV, English Room, Chillax Zone, Energy Zone				Accessible lift and Accessible toilet.

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

Number of teaching posts in the approved establishment			55	Total number of teachers in the school		57
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
98%	100%	49%	76%	12%	27%	61%

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 can enhance students' participation and take care of learners' diversified learning needs.						
Remarks	-						

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	Yes
Number of test(s) per year (P2 to P6 only)		2	Number of exam(s) per year (P2 to P6 only)		2		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							No
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	1. The assessment of Chinese and English are diversified into reading, writing, speaking and listening, etc. 2. Beyond tests and exams, subjects such as J1,J4Science,Humanities,Putonghua,Religious,IT, Music, PE and VA use formative assessments, evaluating homework, class performance, and other learning experiences to measure student 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	J.4- J.6 classes are streamed according to their academic results and abilities.						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:05 AM	3:25 PM	12:05 PM - 1:05 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Implement the MVPA60 Active and Healthy School Program to encourage regular physical activity, promoting fitness and fostering healthy, active lifestyles.		1. Extra-curricular activities will be held from 2:35 p.m. to 3:25 p.m. every Wednesday. 2. Life-Wide Learning will be held every Friday afternoon. 3. Different extra-curricular activities and long-term training programs are held after school or on Saturdays.		

Life-wide Learning

Interest Groups: English Adventure, Chimes, Exploring Art, Comics, Art work, etc.
Specialist training programs: Choral Speaking, Hymn Singing, Melodica Band, Orchestra, Dancing, Ball games, Swimming, Track and field, etc.

School Mission

Following Jesus Christ's foot steps, we nurture our students in the Spiritual, Moral, Intellectual, Physical and Aesthetic dimensions. Through continuous self-perfection, we encourage children to strive for excellence and expand their talents to become charitable, sympathetic and responsible citizens of the society.

School Characteristics

School Management

School Management Organisation:
We have a well-structured management framework, primarily managed by the School Management Organisation and implemented by different departments.

Incorporated Management Committee / School Management Committee / Management Committee:
The Incorporated Management Committee of Tseung Kwan O Catholic Primary School

School Green Policy:
To enhance the school's awareness of environmental protection: Save Energy, Love Our Earth.

School's Major Concerns:
Be Positive Role Models

Learning and Teaching Plan

Learning & Teaching Strategies:
1. Putonghua as the medium of instruction, Classical Chinese language school-based curriculum added to the second semester of Grade 6.
2. English subject focus: Sing to learn, Learn to read, Read to learn, RWI (Phonics).
3. Introduce Mathematics in English into J6 second term pre-secondary Mathematics curriculum.
4. Introduce Science subject in the school curriculum with English as the medium of instruction.
5. Learning outside the classroom, in a real life situation, ensures effectiveness in teaching and learning through co-teaching. Besides academic knowledge, we nurture our students in the spiritual, moral, intellectual, social and aesthetic dimensions.
6. The Project Learning Week with its focus on the cross-subject curriculum enables students to learn through the process from research to presentation.

Development of Major Renewed Emphases of the Primary Education Curriculum:
Our school has established the central theme "Be Positive Role Models" to help our students foster a good attitude in learning, broaden their intellectual horizons, and maintain acceptable moral standards.
This focus: "Be Positive Role Models", enables us to develop our school's characteristics in cross-curricular themed activities; by adopting the approaches of 'organic integration'; 'natural connections'; 'diversified strategies'; 'natural coordination'; 'learning within and beyond the classroom'; and 'whole-school participation'. We have also implemented the updated Seven Learning Goals of Primary Education: National Identity, Positive Values and Attitudes, Knowledge of Key Learning Areas, Language Skills, Generic Skills, Reading and Information Literacy, and Healthy Lifestyle, to better equip our students through the provision of diversified, appropriate and meaningful experiences, putting into practice the teaching of Christ, and also to establish correct life perspectives.

Development of Generic Skills:
Lessons are conducted using a variety of learning activities in order to help develop students' different generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:
We promote Positive Education, enable students to discover their character strengths that match their inner-qualities, in order to face the pressure and challenges laying ahead with positivity and perseverance, so as to embrace the fruitful life to come. We immerse Life Education, teach students to treasure life and enhance their resilience.

Student Support

Whole School Approach to Catering for Learner Diversity:
Different services are provided, e.g. individual education plan, cooperative teaching, peer support, parent participation, after school remedial teaching classes, remedial teaching classes, enhancement courses and gifted courses to cater for learning diversity.

Whole School Approach to Integrated Education:
Our school adopts the Whole School Approach to Integrated Education in catering for students with special educational needs (SEN). A Student Support Team (SST) has been set up to plan, implement and review student support services. We have regular parent meetings to discuss and work out the students' learning support plans, so as to provide the most appropriate support for the students.

Curriculum Tailoring and Adaptation:
Through strong collaboration, co-planning and regular subject planning meetings, our teachers work in partnership to incorporate teaching strategy which aligns with EDB standards. We also design education programmes which are specifically tailored for our students' unique strength and potential. We regard our students as centre of education and continuously enhance their self-learning skills.

Home-School Co-operation and School Ethos

Home-School Co-operation:
Parent-Teacher Association hold many activities in every school year, including PTA Day Camp and Games Day.

School Ethos:
1. The spirit of the school is simple and students are polite and eager to learn.
2. Close teacher-student relationship. Graduates have a strong sense of belonging to the mother school.
3. Introduction of the J.1 adaptation course.

Future Development

School Development Plan:
1. School curriculum is in line with the curriculum reforms and introduction of new teaching strategies by the PSMCD.
2. Adopt biliteracy-trilingualism in teaching and learning.
3. Well-developed school self-evaluation.

Teacher Professional Training & Development:
Through strong collaboration, co-planning and regular subject planning meetings, our teachers design education programmes which are specifically tailored to the needs of our students' unique strength and potential.

Others

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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. HUI Chi Fung	Ms. Wong Fung Ha	Not Applicable	Gov't Whole Day	Co-ed	Not Applicable
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Government	Diligence, Integrity, Simplicity	1993	Chinese	School Bus; Nanny van	About 5000 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
Tseung Kwan O Govt Secondary School, Homantin Govt Secondary School, Jockey Club Govt Secondary School, Kwun Tong Kung Lok Govt 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
-	-	\$40	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	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
English Room, Music Room, Visual Arts Room, Computer Room, Library, Multi-purpose Room, Creative Technology Room, Multi Media Learning Centre, Chinese Culture Learning Centre, School Library, STEAM Space.				Ramp, Accessible lift, Accessible toilet, Accessible public information / service counter and Visual fire alarm system.

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

Number of teaching posts in the approved establishment			43	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%	96%	24%	67%	-	20%	80%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year		No. of classes	2	3	4	3	5	5	22
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)		No. of classes	3	2	3	4	3	5	20
Mode of teaching at different levels	The introduction of pre-lesson and extension activities, help pupils learn actively and cultivate their self-directed learning skills. Through STEM exploration experiences, pupils learn to solve problems and be creative, and to engage in high-order thinking. Also, the application of e-learning provides immediate feedback which enhances the effectiveness of learning.								
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							No
Diversified Assessment for Learning	No written tests or exams will be conducted in P1 in the whole school year. Apart from paper-and-pen examinations, various modes of assessment are incorporated into multi-dimensional classroom learning. Descriptive feedback is perceived as an indispensable element in the learning and teaching cycle.						
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	Promotion to P2 will be on random basis, whereas promotion to P3 to P6 will be based on pupils' academic performances. The first two batches will be allocated to classes A and B, while the rest will be allocated to classes C.						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	30 mins	8:20 AM	3:15 PM	1:00 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. Healthy Life School Plan, e.g. "Eat Smart School Accreditation Scheme", Bright Smiles Campus Programme, Joyful Fruit Day, promote students' healthy habits etc. 2. Teacher Training. 3. Educational Visits. 4. Healthy Eating Promotional Activities.		Lunch Monitoring Team is set up to help promote students' healthy diet.		

Life-wide Learning

Whole-person development activities after lunch from Monday to Friday:
Monday and Tuesday: STEAM education / cross-curricular project studies / biliterate and trilingual activities / reading activities
Wednesday: extracurricular activities
Thursday: Values education / service learning / growth and life planning
Friday: All-round cultural, sports and arts activities / elite enhancement classes and school sports teams
Saturdays: our school offers a variety of interest classes for students to participate freely.

School Mission

We are committed to implement whole-person education to provide students with quality education service. With dual emphasis on developing a diversified curriculum and fostering multi-dimensional thinking, we guide students to respect cultural diversity and cultivate their aesthetic sensitivity and nurture them to possess intelligence and virtue, effectiveness in communication, dedication to service and audacity of innovation.

School Characteristics

School Management

School Management Organisation:

Formed by the School Management Committee, School Head, Deputy Head and Administrative Units.

Incorporated Management Committee / School Management Committee / Management Committee:

School Management Committee:

Includes Chairperson, School Head, 2 teachers, 2 parents and 2 community members.

School Green Policy:

A holistic school-based environmental education programme – Green School Scheme has been promoted at school. Through a cross-curriculum approach, students learn the knowledge and skills about environmental protection in different subjects and consolidate their knowledge through daily application. Students share green tips with their family and advocate environmental protection in community. Some schemes and activities organized by environmental protection organization, gives students a basic understanding of nature and the relationships between humans and the environment. The purpose is to encourage students' concern for the environment and sustainable development so that they can bear the responsibility of environmental conservation. Students are encouraged to practice green living.

School's Major Concerns:

1. Promote students' physical and mental health, and establish a positive life outlook.
2. Optimize the curriculum and learning activities of various subjects, continuously enhance the teaching and learning effectiveness of teachers and students, and implement the popularization and diversification of gifted education.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. There are personal growth and life planning classes in P1 to P6 so that students can understand themselves, develop positive values and a good attitude towards learning and life, and prepare for their secondary school studies.
2. Use e-learning and high-order thinking strategies to train and cultivate students' self-directed learning attitude and high-order thinking ability, so as to enhance the effectiveness of learning and teaching.
3. Implement interdisciplinary studies. Interconnection and coordination of knowledge across different learning areas. Students conduct research in groups, and then report and share their findings.
4. Establish sister-school partnership with Shamian Elementary School in Liwan District, Guangzhou, to foster school exchanges.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Promote values education as well as moral, civic , national and national security education; create space for learning by making good use of school hours to promote the physical and mental development of students so as to enrich their all-round learning experiences and promote whole-person development in them. In addition, measures are taken to cater for the diversity of students, strengthen STEAM education, cultivate students' multi-media and IT literacy, strengthen cross-curricular learning and reading across the curriculum (RaC), develop lifelong learning capabilities, improve assessment literacy, and enhance learning and teaching effectiveness.

Development of Generic Skills:

Generic skills are the foundation of learning. Our school develops students' nine generic skills (i.e. collaboration skills, communication skills, creativity, critical thinking skills, information technology skills, numeracy skills, problem-solving skills, self-management skills and study skills) through interdisciplinary studies and life-wide learning activities, in order that students will be able to combine knowledge, skills and attitudes through practice.

Cultivation of Proper Values, Attitudes and Behaviours:

Integrate correct values and attitude into the teaching and learning of various learning domains and subjects in an "organic" and "natural" way, nurturing students' positive and proactive life attitudes at the levels of knowledge, emotions, and actions. This process helps them, at different stages of growth, to recognize the values involved when faced with challenges, make objective analysis and rational judgments, and put them into practice to confront the various challenges in their future lives.

Student Support

Whole School Approach to Catering for Learner Diversity:

Early identification in P.1, curriculum and assessment accommodation follow-up with after-school classes and remedial classes to cater for learning diversity.

Whole School Approach to Integrated Education:

Our school adopted the whole school approach to cater for the SEN students.

Each student does have equal opportunity to learn and fulfill their full potential. Support for SEN students: 1. Homework accommodation 2. Transfer information of students with SEN to Secondary schools 3. Speech therapy.

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

Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; and organising activities to create an inclusive learning environment in the school. After-school Chinese remedial class is provided to the non-Chinese Speaking student if necessary.

Curriculum Tailoring and Adaptation:

Adaption of learning materials for more able and less able students. Based on students' developmental and learning needs, develop an appropriate curriculum to enhance effective learning.

Home-School Co-operation and School Ethos

Home-School Co-operation:

To foster parent-school cooperation, parents are invited to participate as volunteer workers in school activities such as parent-child workshops, giving out presents to students at Christmas party, decorating the school at Christmas and Chinese New Year, ordering and giving out souvenirs to P6 graduates, and participating in parent volunteer group, etc.

School Ethos:

1. Improve students' sense of belonging to the school through activities such as subject ambassadors, outstanding student elections and outstanding student helper elections.
2. Establish different service and uniform teams to cultivate students' positive values such as sense of responsibility, law-abidingness, caring for others, diligence, perseverance, etc.
3. Through the reward and punishment system, students can have opportunities to improve their academic, behavioural and service performances.
4. Through weekly assemblies, service learning, growth and life planning classes, students' correct and positive attitudes and concepts of healthy living are gradually cultivated.

Future Development

School Development Plan:

1. Promote students' physical and mental health, and establish a positive life outlook.
2. Optimize the curriculum and learning activities of various subjects, continuously enhance the teaching and learning effectiveness of teachers and students, and implement the popularization and diversification of gifted education.

Teacher Professional Training & Development:

Geared to the main concerns in the Yearly School Development Plan, the school chooses the relevant topics and organizes appropriate activities for teacher professional training. Experts and professional bodies are invited to organize workshops jointly with the school. The ultimate aim is to build up the synergistic relations among teachers as well as the professional community of practice.

Others

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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Chan Wing Kin	Mr. Lam Tak Yuk Eddie	Established	Aided Whole Day	Co-ed	Protestantism / Christianity
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					100%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Methodist Church HK	Follow Jesus to enjoy the fruitful life. Love one another as like Jesus Christ.	2004	Chinese	School Bus	About 12030 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	\$450	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
36	3	1	1	3 covered playgrounds.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
15 special rooms (Theatre, English Wonderland, 2 Music rooms, Art and craft room, Library, Multi-purpose rooms, Dancing room, STREAM Room, Computer-assisted learning rooms, 4 small group teaching rooms)				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				66	Total number of teachers in the school		72
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%	27%	34%	39%	

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	P.1-P.6: small class teaching, P.4-P.6: BYOD eLearning.						
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					Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	We have introduced both diversified and formative assessment in our school. We also give immediate feedback to improve students' learning. We hope to assess students' ability in different aspects and reduce the pressure they are under.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	We have enrichment and remedial measures to help the students with different learning abilities.				

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:00 AM	3:15 PM	12:50 PM - 1:50 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. To develop a habit of exercising, we are one of the participating schools of "SportACT Award Scheme" and "School Physical Fitness Award Scheme". 2. We also organize Parent-Child Round-Campus Runs to bring sports into the family. 3. We have a "Lunch Quality Group" to guarantee the nutrition of lunch.		1. We have a new arrangements of the timetable from 2016/17 school year. Our slogan is "focused in the morning and happy in the afternoon". Hoping the students have a Joyful childhood. 2. We have "Teachers Professional Learning" on Friday. School ends at 14:15.		

Life-wide Learning

1. We provide diverse activities, such as "OLE" (Other Learning Experiences), "Joyful Friday" (a whole-school afternoon activity on Fridays), talent groups and extra-curricular activities for students to develop their potential and widen their horizons.
2. We organize visits, performances and competitions for students to strengthen their self-confidence, sense of consideration, co-operation and achievement.

School Mission

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

School Characteristics

School Management

School Management Organisation:

We have different functional administrative groups to manage the teaching and student support affairs.

Incorporated Management Committee / School Management Committee / Management Committee:

There are 5 groups within the school management committee, including school-based management, human resources, Tender Approving Committee, new candidate assessment and headmaster's appraisal.

School Green Policy:

We implement the school green policy by circulating the school circulars through intranet, emails and WhatsApp.

School's Major Concerns:

Cater for Diversity in Learning.

Enhance Physical and Mental Well-being.

Learning and Teaching Plan

Learning & Teaching Strategies:

We hope our students would love to learn and think creativity. We hope our students would enjoy the lessons by diversity teaching strategies. Students should also be well-equipped with self learning skills. On the other hand, we integrate different thinking skills in every subject so that our students are able to think creativity and critically towards social affairs.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Strengthening values education (including life education, national education and national security education); making good use of learning time and creating space to promote a balanced physical and mental development; enriching life-wide learning experiences and promoting whole-person development; better catering for learner diversity; reinforcing, STREAM education, and nurturing students' media and information literacy; strengthening cross-curricular learning and reading across the curriculum for developing lifelong learning capabilities; and enhancing assessment literacy for promoting learning and teaching effectiveness.)

Development of Generic Skills:

We promote project learning among different subjects to enhance communicative, co-operative, creative and critical thinking skills of our students.

Cultivation of Proper Values, Attitudes and Behaviours:

Love Jesus, Love Others, Love Yourself, Full of energy, Unlimited creativity

Student Support

Whole School Approach to Catering for Learner Diversity:

1. Gifted and elite students training series: Students' Union, student leadership training programme, Cantonese, English and Putonghua choral speaking, Maths elites, Shuttlecock team, the school orchestra and percussion team, etc.
2. An after-school homework tutorial class co-organized with our school church, which helps students with learning difficulties.

Whole School Approach to Integrated Education:

We set up the Student Support Team, the Special Educational Needs Coordinators (SENCO) is responsible for the team and coordinate the three-tier support mode for the students with SEN. We have also implemented the Whole school approach in integrated education.

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:

Extended Chinese, English and Math curriculum designed for P.4-P.6 Elite students.

Home-School Co-operation and School Ethos

Home-School Co-operation:

We emphasize school-parent cooperation. Besides Parent-Teacher Association, the Parent Voluntary Team encourages parents' participation at school. We also promote parent education by organizing "Parent School".

For example, we have the Library Parent Volunteer Team, the JOYFUL FRIDAY Parent Volunteer Team, and the Professional Photography Parent Volunteer Team.

School Ethos:

We work with the school's religious team and help to strengthen our students' self-esteem and confidence in their lives. We aim to promote a culture of love and care and all the form teachers create a harmonic atmosphere in their classes, in order to increase students' sense of belonging in the school. We introduce school-based Life Education to instill good virtues in students and help them set up positive values in their life.

Future Development

School Development Plan:

2022-2025

1. Cater for diversity in learning.
2. Enhance physical and mental well-being.

Teacher Professional Training & Development:

Adopt 'Teacher Development 123' to ensure teaching professionalism and maintain teaching quality.

Others

1. Our school won the "Chief Executive's Award for Teaching Excellence" in the "Personal, Social and Humanities Education Key Learning Area".
2. Our General Studies teachers were invited by EDB School-based Support Services to be the member of "Professional Development Schools (PDS) Scheme".
3. Our school won "The Most Caring Teachers and Staff" of Caring School Award.



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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Lee Kwong Yee, Jason Joseph	Ms. Lau Sau Ping	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					100%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Tung Wah Group of Hospitals	Diligence, Frugality, Loyalty, Trustworthiness	1996	Chinese	Nanny van	About 11130 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	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	3	1	1	Lecture Theatre, Field Garden, Student Activity Room, PTA Room, All-weather Running Track, Chinese Cultural Room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Gymnasium, Piano Room, Art Gallery, English Kingdom, General Studies Room, JJTV, Dance Room, Distance Learning Room, Maker Space, Coding Space, Health Education Resource 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			55	Total number of teachers in the school		57
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
95%	98%	33%	65%	17%	10%	73%

Class Structure

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

Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	1	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)	0	Number of exam(s) per year (P2 to P6 only)	3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies					Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders					Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	1. Formative assessment: various learning activities, probing tasks, Chinese dictation, English dictation, quiz, teacher observations, student self-assessment and peer assessment. 2. Summative assessment: 3 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					Yes
Streaming arrangement	Streaming according to academic results, there are two classes of high-ability students from Primary 4 to Primary 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	1:00 PM - 1:50 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Nutritious meals designed by dietitians are provided to students by the lunch box supplier. Fruit is provided 3 times a week. Besides, our school attained the accreditation of EatSmart School, the highest honour in the "EatSmart School Accreditation Scheme".		Monthly reports on bacteriological tests are provided by the lunch box supplier. Contingency plans on food manufacturing and delivery process are set by the school and the lunch supplier.		

Life-wide Learning

Diversified life-wide learning activities: Chinese Cultural Day, English Day, Field trips, STEAM Day, Cross-curricular STEM Projects, English Drama, Gifted Education Online Learning Course, Debate Team, Smart Kids, Robots Designing Course, Concert Band, Percussion Band, Cubs, Fencing, Latin Dance, Swimming Team, Uniform team, Martial arts, Track and Field Team and various sports teams.

School Mission

It is a mission of the Tung Wah Group of Hospitals to provide all round and multiple educational services for the children and the youth in Hong Kong, in order to educate them and turn them into respectable people who will do their best to serve the society when they grow up.

School Characteristics

School Management
School Management Organisation: Under the Incorporated Management Committee, there is a school administration committee which is led by the headteacher and consists of the deputy headteachers and all senior teachers. The committee has regular meetings to discuss school policies. Under the school administration committee, there are 16 executive committees. Each committee consists of one senior teacher and some teachers who are to implement the school policies.
Incorporated Management Committee / School Management Committee / Management Committee: The school set up an Incorporated Management Committee in February 2006. The members include the representatives from the sponsoring body, headteacher, teachers, parents and independent individual. The members participate in the decision making process of school policies.
School Green Policy: The school takes part in the Green School Project Scheme to adopt environmental protection policies. Both teachers and students work very hard to make our school's environment greener and more beautiful.
School's Major Concerns: 1. Develop a diversified school-based curriculum to enhance the effectiveness of learning and teaching. 2. Cultivate students' correct values to lead a healthy life. Please refer to school website - http://www.wyjimps.edu.hk .
Learning and Teaching Plan
Learning & Teaching Strategies: The school cultivates students' abilities to learn actively and think from multiple perspectives based on diversified learning activities and cooperative learning. Read more, write more and school-based thematic approach are strategies improving students' biliteracy and trilingualism for Chinese and English subjects. All subjects use electronic whiteboards and tablet computers to assist teaching as well as utilise online learning platforms to promote self-directed learning. The school also provides cross-curriculum learning programmes and overseas exchanges to enrich students' learning experience.
Development of Major Renewed Emphases of the Primary Education Curriculum: 1. In line with curriculum development, the school gives priority to the values education. According to the whole-school participation model , students can learn knowledge, emotion, and action in daily life, from which to internalize positive values and develop a good character. 2. Based on weekly flag raising ceremony, learning and activities inside and outside the school, the school lets students recognize the country and Chinese culture, cultivating the concept and enhancing the sense of national identity. 3. The school develops cross-curricular reading, STEAM activity and e-learning to help students master self-learning strategies and develop common skills. Students have more opportunities to go out of the classroom to join activities and service learning through special courses, which increase their life experience, broaden their horizons and develop different potentials.
Development of Generic Skills: The school cultivates students' communication skill, problem-solving skill, creativity and critical thinking skill based on teaching activities, homework and project learning in different subjects, nourishing gifted students through school-based gifted development programmes to meet the needs of gifted students.
Cultivation of Proper Values, Attitudes and Behaviours: Our school promotes positive education, fostering students' healthy lifestyle habits, positive emotions, and attitudes. Through learning activities both inside and outside the classroom, we encourage the holistic development of our students.
Student Support
Whole School Approach to Catering for Learner Diversity: The school implements gifted development programs, schemes for teaching in small classes, school-based remedial teaching programs and after-school learning and support programs. Provides support and adaptation for students with special educational needs including, homework, dictation and assessment accommodation etc.
Whole School Approach to Integrated Education: The school sets up a student support team which includes Special Educational Needs Coordinator, a vice-principal, a curriculum leader and a student guidance leader, overall coordinating support for student development. The school also has a school-based educational psychologist, a school-based speech therapist. A student guidance teacher and some student counselors to provide services for parents and students. The school provides professional therapy services as well as diversified special trainings for students with special educational needs. The school holds parents talks and workshops to strengthen parents' education and connections. Arranges teachers and school staff to participate in all kinds of integrated education courses.
Curriculum Tailoring and Adaptation: As for gifted students, the school provides enhancement curriculum. Transitional support and curriculum tailoring for primary one students, helping them to adapt to the primary school life.
Home-School Co-operation and School Ethos
Home-School Co-operation: PTA takes care of the needs of all parents. It organizes different events to foster the relationships among parents and children. As for parent-child relationship, the school organizes parent-child trip, parent workshops, parent lectures and parent school every year. As for the relationship among parents, the school organizes different interest groups for parents. Parents also contribute their talents in various school events, e.g. Christmas Carnival. Besides, PTA connects the parents and the school by enhancing mutual understanding. Different events are organized for parents and teachers, e.g. Parents' Day and Parent-Child Outdoor Learning Day.
School Ethos: The school implements "One Student One Duty Scheme", "My Pledge to Act" and discipline services to cultivate students' self-discipline, self-love and willingness to help others.
Future Development
School Development Plan: 1. Emphasis on diverse learning experiences: Through the "OLE Camp" period, the school provides students with more opportunities for all-round and cross-curricular learning. The scope of learning covers travel, overseas study, service learning and sustainable development, etc., to broaden students' horizons and develop diverse potential. 2. Teaching and educating: Through the "Spiritual Gas Station" and "Happiness DNA Decoding Station" sessions, the school actively cultivates students' positive thinking, correct values and attitudes with systematic growth courses, moral education and national education courses and activities. 3. Unleash the potential of sports and arts: The school has added a "Dynamic Campus GET SET GO" session to provide students with a variety of activity experiences in the form of "expert classes", encouraging students to try different areas such as music, dance, drama, sports and visual arts.
Teacher Professional Training & Development: The school introduces various staff development activities by recommending teachers to attend different workshops, seminars and courses. There are staff development days every year and some professionals of the colleges are invited to provide school assistant services in order to promote teachers' teaching and students' learning, so students' talents are fully developed.
Others Our school was awarded the platinum award in "Charter on External Lighting" by the Environment Bureau, the silver award in "The Hong Kong Healthy School Award Scheme" by the Faculty of Medicine of The Chinese University of Hong Kong and the silver award in the "Hong Kong Green School Award" by the Environmental Protection Department.



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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 Simon Cham Man	Ms. Chan Pik Lan Agnes	Established	Aided Whole Day	Co-ed	Not Applicable
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					86%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Yan Chai Hospital	Serving the Community in the Spirit of Benevolence	1996	Chinese (incl.: Putonghua) and English	Nanny van	About 4000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-				Yes	
4Rs Mental Health Charter	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	-	Student card \$8 Mobile Device Management \$80 Admin System \$80 are collected upon joining the school.

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	3	1	1	Iu Seng Interstellar Space, Runway, Game Room and Central Kitchen. Wifi is available in the whole school to support mobile devices and tablets.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
English Playroom, English Room, Inno Center, Drone Classroom, Interstellar Classroom, STEAM Show Room, Computer Room, Music Room, Visual Arts Room, Students' Activity 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			23	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
93%	100%	46%	59%	18%	25%	57%

Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year			No. of classes	1	1	1	2	3	2	10
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)			No. of classes	2	1	1	1	2	3	10
Mode of teaching at different levels		1. Activity Approach, Small Class Teaching, with T-P-S effective grouping strategy and e-learning provide opportunities for the students to learn cooperatively and interactively. 2. BYOD programme is implemented from P.4 to P.6 to reduce the weight of school bags and enhance interactive learning. P.1 to P.3 students can borrow tablets to meet their learning needs.								
Remarks		Two class teachers are assigned to classes of P.1 and Class B of P.2 to P.6. Free self-study and tutorial classes can help students with their homework. Coding and STEAM education, pre-exam preparation class and Mathematics Olympiad classes are provided to cater for learner's diversity.								

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. No summative assessments for P.1 in the first term. 2. Formative assessments, dictations, reading portfolios and peer evaluations. 3. Project learning and diversified practical assessments. 4. Oral assessments, group discussions and presentations. 5. Online assessments for learning tasks during lessons to improve learning effectiveness. 6. Assessment adjustments for SEN students.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	Students are evenly placed in classes. Elite classes are adopted at some levels. Starting from the 2025-26 academic year, an English stream for Mathematics and Science will be introduced for P.1 to support their learning.						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:00 AM	3:30 PM	1:00 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and brought by the students.	Central Kitchen is set up to provide fresh and healthy diets. Nutritional menus are designed to achieve a balanced diet with accreditation in 'Eat Smart School Accreditation Scheme'. Students are free to join activities in the Game Room, P.E. Activity Zones, the library, Subjects Learning Zones and Tablet Self-Learning Zones during recess.		Reading session/class teacher period in the morning creates reading and class atmosphere. The last lesson is for homework tutorial. Teachers and students carry out mindfulness practices every day to enhance mental health. ECA on Wednesdays and after-school activities cultivate multiple intelligences. Moral Education lessons on Fridays focus on moral development. Students gain various learning experiences at school.		

Life-wide Learning

Over 50 diverse intelligence and physical activities: Scouts, Community Youth Club, Junior Police Call, Speech Festival, Painting, Chinese Dance, Cheerleading, Gymnastics, Drama, Drones, Robotics, Percussion, Karate, Fencing, Various Ball Sports and Athletics.
All-round learning: Cross-Curriculum Integration, Chinese Day, English Day, Self-directed Learning and Investigation Day, Reading Day, Coding Day, Math Trail, exchange study tours.

School Mission

We pledge to carry out the principle of 'Serving the Community in the Spirit of Benevolence'; to provide quality holistic education and to prepare our students to be the pillars of our nation.

School Characteristics

School Management
School Management Organisation: The School is managed by the Incorporated Management Committee. It is run by the school supervisor, headmistress and administrative working groups.
Incorporated Management Committee / School Management Committee / Management Committee: IMC includes 6 members from the sponsoring body and 1 parent manager, 1 teacher manager, 1 alumni manager and 1 independent manager.
School Green Policy: Recycling bins, Greening School, Cherish Water Campus, Environmental Pioneer, Solar Energy Generating System, Jockey Club Energy Saver in Schools Project, JC SMART - Scientific Methods for Achieving Reduction Targets, Green Uniform and Food Waste Recycling.
School's Major Concerns: 1. Establishing thematic learning in different areas such as curriculum, Chinese culture promotion and STEAM education etc., to enhance students' bilingual and trilingual capabilities, as well as generic skills 2. Establishing a caring campus to enhance students' values and attitude
Learning and Teaching Plan
Learning & Teaching Strategies: Our school has received the Chief Executive's Award for Teaching Excellence (General Studies) and the "Hi-Five Student Engagement Award Scheme', recognizing our achievements in curriculum development and student growth. We emphasize biliteracy and trilingualism. In upper primary, we implement e-schoolbags for digital learning. Elite classes adopt Putonghua as the medium of instruction for Chinese, while the English curriculum is strengthened by additional NET teachers—four classes weekly for lower primary and two for upper primary. P1 and P2 students learn English through play-based activities. To foster higher-order thinking, we employ inquiry-based learning. We integrate English Mathematics and cognitive strategies for secondary education. Collaborative learning is schoolwide, enhancing interaction and teaching effectiveness. Additionally, our school is the only primary school in the Sai Kung District with a planetarium, nurturing students' passion for astronomy and the universe.
Development of Major Renewed Emphases of the Primary Education Curriculum: Making good use of study time to create space, promoting balanced physical and mental development. Enriching all-round learning experiences to promote holistic development. Enhancing care for student diversity. Strengthening STEAM education and cultivating students' media and information literacy. Strengthening cross-curricular learning and reading to develop lifelong learning abilities. Improving assessment literacy to promote teaching and learning effectiveness.
Development of Generic Skills: Through STEAM and coding education, drama in education, project learning, scientific exploration activities, student leader training, cooperative learning, gifted education, etc, students develop generic skills as well as positive values so as to help them become talents in the future society.
Cultivation of Proper Values, Attitudes and Behaviours: Aiming at promoting a positive culture, school-based adventure-based physical education and moral education programs are introduced to cultivate positive values and team spirit. For its continual effort in promoting positive education, the school was awarded the "Outstanding Award" in 'High-Five Student Engagement Award Scheme'. Our school has also won the Outstanding Lesson Plan Award for Life Education twice.
Student Support
Whole School Approach to Catering for Learner Diversity: After-school self-study classes, homework tutoring, remedial classes, Little Teacher Scheme and International Mathematical Olympiad classes are held for students in need. A school-based educational psychologist and a school-based speech therapist are stationed in school to provide professional support.
Whole School Approach to Integrated Education: The Student Guidance, Discipline and Support team members included the Special Educational Needs Coordinator, the Special Educational Needs Teacher Assistants, the curriculum leader, the level teachers, the social worker, the school-based educational psychologist and the school-based speech therapist. The team leads all teachers to support students in a whole-school approach. We fully deploy 'Learning Support Grant' by recruiting extra teachers and teaching assistants so as to provide a variety of tailor-made supports such as teaching adaptation and remedial learning groups for students.
Education Support for Non-Chinese Speaking (NCS) Students: Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; and organising activities to create an inclusive learning environment in the school. Teachers and teaching assistants are recruited to provide after-school support classes. Reading aloud training at recess, peer-tutoring for English and Chinese, graded worksheets, pull-out dictation and remedial classes are provided. Starting from the 2025-26 academic year, an English stream for Mathematics and Science will be introduced for P.1 to support their learning.
Curriculum Tailoring and Adaptation: Homework and assessment adaptations with school-based graded worksheets and school-based curriculum are developed to cater for learning diversity. Online learning platforms, according to the students' levels, are also available to consolidate learning at home.
Home-School Co-operation and School Ethos
Home-School Co-operation: Through various channels or activities such as Tea Gathering With The Principal, parents' opinions are listened. PTA organizes a variety of activities such as Parents' Day, form meetings, the school picnic, parent seminars, workshops, interest groups and sets up a parent-voluntary team to enhance the home-school co-operation. The school newsletter is published regularly to allow the parents to keep updated about the school's development.
School Ethos: We are devoted to create a positive and caring school culture as to nurture our students to be the loving and hardworking ones. Our school created 'Iu Seng Good Manner Classics' to remind students to be disciplined, confident and caring.
Future Development
School Development Plan: 1. Undergo BYOD programme to enhance interest and motivation, and use the data as feedback to teaching and learning. 2. Develop STEM Education to enhance students' learning motivation, strengthen the skills of integration and application across subject knowledge and skills. 3. Set up school-based astronomy curriculum to provide opportunities for the students to explore scientific and astronomical knowledge with the latest astronomical equipment. 4. Create a positive campus culture. Recite 'Iu Seng Good Manner Classics' to raise excellent students. 5. Establish the school's talent pool. Develop "One Sports / Arts in Life" scheme to explore students' potential.
Teacher Professional Training & Development: 1. Focus on subject-specific teaching and enhance training in optimizing assignment design and instructional strategies. 2. Implement peer lesson observation and collaborative lesson planning, teaching demonstrations, and organize learning circles to explore innovative and effective learning models. 3. Participate in support programs jointly organized by the Education Bureau and universities to establish learning circles, conduct cross-school lesson planning, observation, and research, develop effective classroom strategies. 4. Develop teacher professionalism by encouraging them to participate in various professional development courses.
Others
1. We have demonstrated exceptional talents by winning numerous awards in robotics competitions, innovation and invention contests, artificial intelligence tournaments, speech festivals, and international championships. 2. We emphasize the cultivation of students' creative thinking skills and has been awarded 'Remarkable Innovative Invention School Awards' and 'the Best Tutor Awards' in Hong Kong International Student Innovative Invention Contest many times. 3. Study tours and foreign exchange activities to Japan, the United States, Australia, Korea and Mainland are held each year. 4. Subject Awards and Progress Awards are provided to encourage students to strive for excellence and self-improvement.



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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. Tin Chee Sin	Ms. Tsang Yin King	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
Yan Oi Tong	Being well-behaved and diligent, be self-confident and a good companion	1999	Chinese	Nanny van	About 6500 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	\$300	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
31	4	1	1	Electronic whiteboards, computers, projectors and other multi-media equipment are installed in special rooms and classrooms.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
The School provides a wide range of learning facilities for students: STEM Room, Visual Arts & Crafts Room, Music Room, 2 Computer Rooms, Multi-purpose Room, Remedial Learning Centre, English Learning Centre, Pottery Room, Campus TV, Synthetic Ice Rink and Canteen.				Ramp, Accessible lift and Accessible toilet.

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

Number of teaching posts in the approved establishment				54	Total number of teachers in the school		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%	32%	17%	14%	20%	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	The school adopts various approaches in teaching and learning with the deployment of native-speaking English teacher and four Teaching Assistants to cater for the different needs of students. There are Chinese Language and Mathematics Remedial and Intensive Remedial Teaching Classes to support student learning.						
Remarks	The implementation of small class teaching is to enhance the effectiveness of students' motivation and interaction in learning. There are different committees to look after student affairs and activities to ensure the provision of quality learning.						

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	Implement the summative assessment for better learning, such as theme projects, presentation, online exercises, 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	For Primary 1 to 6, there is one Putonghua class within five classes in each grade; cater for 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	3:15 PM	12:15 PM - 1:20 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and bring along.	The School holds a variety of sports events and regular physical exercise sessions for students. Student Affairs Working Group monitors the quality of students' lunch boxes and services of School Tuck Shop.		1. Provide one 35-minutes tutorial per day; 2. Provide two 15-minutes recesses per day; 3. Provide 15 different lunch recess activities for students to participate; 4. Performances and events will be held regularly to provide students with opportunities for talent show.		

Life-wide Learning

Extra-curricular activities include: Ice Hockey, Ice-skating, Pottery, Lego Robots, Abacus, Choral-speaking, School Choirs, Dancing Clubs, Environmental Protection Ambassador, Mathematics Olympiad, Debate Team, Orchestra, Basket Ball, Tennis, Volleyball, Golf, Track and Field as well as other sports teams and arts clubs.

School Mission

To create an excellent environment for quality teaching and learning.

School Characteristics

School Management
School Management Organisation: The School is managed by its Incorporated Management Committee. It is run by its school supervisors, headmistress and various administrative working groups.
Incorporated Management Committee / School Management Committee / Management Committee: Members of the Incorporated Management Committee include representatives of the School Sponsoring Body, headmistress, independent professionals, teaching staff, parents and alumni.
School Green Policy: School facilities include podium garden.
School's Major Concerns: 1. Enhance students' learning interest through experiential learning. 2. Promote values education and establish students' positive values and character qualities.
Learning and Teaching Plan
Learning & Teaching Strategies: The School carries out student-centred learning with teachers' weekly co-planning meetings which tailor-make a school-based curriculum and appropriate teaching strategies to meet the various needs of students.
Development of Major Renewed Emphases of the Primary Education Curriculum: STEAM Education
Development of Generic Skills: The School aims at: - to scaffold knowledge integration through cross-curricular thematic projects; - teaching generic skills and higher order thinking skills in all subjects; - creating an authentic learning environment with territory-wide study support and visits; - providing students with training in presentation, public speaking, organizational skills and leadership.
Cultivation of Proper Values, Attitudes and Behaviours: Cultivate students' whole-person development, establish positive values and cultivate a positive attitude, and meet future challenges with perseverance, respect for others, a sense of responsibility and commitment.
Student Support
Whole School Approach to Catering for Learner Diversity: The School has established a Student Support Team to oversee the use of Learning Support Grant, Grant for Supporting Non-Chinese Speaking Students with Special Educational Needs and School-based Speech Therapy Service to cater for students with special educational needs.
Whole School Approach to Integrated Education: 1. Establish Student Support Team; 2. Fully utilize the resources: Learning Support Grant and School-based Speech Therapy Service; 3. Provide teaching adaptation and assessment accommodation; 4. Organize remedial learning groups Learning Support Group, training on social skills etc.
Education Support for Non-Chinese Speaking (NCS) Students: Our school provides additional support for NCS students to facilitate their learning of Chinese: 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: The School provides: - Graded worksheets/assignments; - Collaborative teaching; - Pull-out / Withdrawal programmes.
Home-School Co-operation and School Ethos
Home-School Co-operation: The School has set up Parent-Teacher Association and Incorporated Management Committee to facilitate communication between parents and school and to enhance school improvements. To enlist the help of parents in: - selection of service-providers, - serving as supporting staff in outdoor and group activities when possible, - lunchtime supervision in P.1, - administering P.6 Mock Interviews. Parents' Days and regular PTA events and activities are held to facilitate parent-to-school and parent-to-parent communication.
School Ethos: The simplicity of school life nurtures our students to be disciplined and virtuous. Students learn happily, confidently and effectively with our innovative curriculum.
Future Development
School Development Plan: 1. Enhance students' learning interest through experiential learning. 2. Promote values education and establish students' positive values and character qualities.
Teacher Professional Training & Development: Promote and develop 'e-learning' so as to enhance teaching and learning effectiveness.
Others
-



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Not
applicable

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. To Yiu Kwan	Mr. Lo Wai Shing Vincent, M.H.	Not Applicable	DSS Whole Day	Co-ed	Protestantism / Christianity
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					Not Applicable
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Evangelical Free Church of China	Proclaim the Truth. Nurture our Youth.	2006	English	School Bus	About 14380 Sq. M
Through-train Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
Evangel College					
			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
\$25,000#	-	\$60	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	1	1	1	Rock-climbing wall, abseiling facilities, STEAM Lab, canteen, Media Production Centre, POWNER Path, J-Theatre, Exhibition Centre, EC Lounge, etc.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
22 rooms.				Accessible lift, Accessible toilet and The school sets up the Multi-sensory Learning Centre and Play Room, operated by an educational psychologist, a teaching assistant and social workers, to support primary students with special education needs.

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		75	
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%	65%	35%	82%	14%	23%	63%		

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	5	5	5	5	5	30
2025/2026 school year (Based on the approval of EDB in 2025)	No. of classes	-	-	-	-	-	-
Mode of teaching at different levels	Our school pursues the mission of Academic Attainment MMA. We make every effort to help students raise their motivation, build metacognition & engage in advancing attainment. We implement the Monthly Plus Two Scheme, helping every student to improve for 1 mark per subject per month in both studies and learning attitude - substantiated with diversified daily marks (BT, MAM, test & exam scores, etc.						
Remarks							

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		2	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		0	Number of exam(s) per year (P2 to P6 only)		2		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	The school conducts 2 exams per year. The school integrates diversified assessment modes with daily teaching and makes use of diversified data (Benchmarking Task Mark, Monthly Attitude Mark, writing level, e-reading scores, test & exam marks, etc.) to monitor students' attainment, progress & predict their performance in public exams.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	The school believes all children are gifted. The school conducts class division every two years, assigning students evenly to classes based on their academic performance. It helps reduce the labelling effect as well as provide them with chance to make more new friends.						

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	8:30 AM	4:00 PM	12:40 PM - 1:50 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	The school pursues the mission of ACTS Whole Person Development and nurtures all into positive children. The school aims at meeting the 5 essential psychological needs of students: relationship, fun, freedom, power and security. Our school is the satellite centre of The Hong Kong Academy for Gifted Education. We believe all children are gifted and should be given equal opportunity.		-Our school was awarded various awards in the Most Happy School Award Scheme, covering the domains of learning, potential releasing and school culture as well as the honor of The Most Harmonious School in Hong Kong (Top 3).		

Life-wide Learning

The school sets up various school teams, clubs and societies, school based uniform groups and service teams. The school also make arrangement for students to attempt well selected extra curricular activities to widen their scope and exposure. The school implements ACTS (Academic Attainment, Character Development, Talent Development, Spiritual Growth) Program in the afternoon session of the time table.

School Mission

To provide all-round and quality education based on Biblical truths, establishing proper life values for youth and bringing into play their potentialities so as to attain a balance in their spiritual, moral, intellectual, physical, social and aesthetic developments.

School Characteristics

School Management
School Management Organisation: To increase the transparency of the school organization, the membership of SMC comprises school managers appointed by SSB, a teacher representative, a parent representative, an independent/community representative, and an alumni representative.
Incorporated Management Committee / School Management Committee / Management Committee: Evangel College School Management Committee Limited
School Green Policy: The school building is of energy saving design. The school has made every effort to practise and educate students about the concept of 3Rs - reduce, reuse and recycle.
School's Major Concerns: 1. Implement ACTS Whole-person Development. 2. Implement the Policy of All Children as Gifted, pursuing success for all and no child left behind. 3. Implement Life Value Education, building up and hunting for positive stories of children. 4. Implement the Policy of Device-facilitated Learning & Teaching for facilitating student-centred learning and teaching as well as self-learning.
Learning and Teaching Plan
Learning & Teaching Strategies: Our school pursues the mission of Academic Attainment MMA. We make every effort to help students raise their motivation, build metacognition & engage in advancing attainment. We implement the Monthly Plus Two Scheme, helping every student to improve for 1 mark per subject per month in both studies and learning attitude - substantiated with diversified daily marks (BT, MAM, test & exam scores, etc.) Our school implements Device-facilitated Learning & Teaching. Make use of new hardware, software (including AI) to foster student-centred learning & teaching as well as self-learning.
Development of Major Renewed Emphases of the Primary Education Curriculum: The school implements Life Value Education (LVE) and builds up LVE Campus, teaching students to learn and applies Biblical and Chinese cultural values. Apart from raising flag on every school day and special days, the school conducts Weekly Flag Raising Ceremony in which messages on national education and national security education are shared. In the afternoon, the school implements the ACTS (academic attainment, character building, talent development and spiritual growth) programs, creating time and space to foster whole person development. The school sets up platforms to engage and develop students, including LVE Lane, POWNER Path, Share to Learning Square, Sportsmanship Ground, Music in the Air Podium, Visual Arts Gallery, Rock Climbing Wall, Friendship Lane, Filial Piety Lane, Leadership Path, The Way, Reading to Learn Centre, Game Room, Gentleman Path, STEAM Podium, STEAM Farm, U-CAN etc. to provide life wide learning programs to address whole person development and diverse learning needs.
Development of Generic Skills: The school helps students develop generic skills, making every effort to help students develop – independent thinking, reading, collaboration, communication, self-learning skills and habit. The school will help students acquire the skills of making notes, constructing mind-maps, comparing and contrasting contents, summarizing contents and elaborating ideas.
Cultivation of Proper Values, Attitudes and Behaviours: The school implements value education based on Biblical and Chinese cultural values and helps students develop the twelve EDB's priority values. Conduct VESSEL Strategy - teach value quotations, provide learning experience, capture stories, share learning, encourage students and light up others.
Student Support
Whole School Approach to Catering for Learner Diversity: 1. Emphasize the notion of success for all. Implement the Monthly Plus Two Scheme to allow all students to improve by one mark in both Benchmarking Task Mark and Monthly Attitude Mark. 2. Make good use of Monthly Attitude Mark Scheme & Benchmarking Task Mark Scheme. Let students make progress to attain high or full mark at their own pace. 3. Help students develop and apply the 6 habits of Transformative Mindset - growable potential, persistent effort, proper method, mutual support, passion and POWNER (owning learning to release their power) - in learning.
Whole School Approach to Integrated Education: To develop positive self-esteem of students with special educational needs, our school adopts the multi-disciplinary intervention model, including the cooperative effort by teachers, social workers, educational psychologist and speech therapist, in form of accommodation in instruction and assessment, skills training groups and individual education plans to enhance students' learning effectiveness and social adjustment.
Education Support for Non-Chinese Speaking (NCS) Students: Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; and organising activities to create an inclusive learning environment in the school.
Curriculum Tailoring and Adaptation: Define the core and extended essential learning targets. Implement the measures of formative assessment in daily teaching so as to understand student learning as early as possible; and then challenge students with differentiated learning tasks according to their performance.
Home-School Co-operation and School Ethos
Home-School Co-operation: The school has set up PTA (a parent representative per grade), Parent Prayer Group and Parent Helper Team. The school and parents respect and support each other. School works hand in hand with parents to create a positive, harmonious, respectful and fair environment for students to grow and learn.
School Ethos: The school builds the Chinese cultural and evangelical campus, teaching students to be good neighbors, good learners and servant leaders. The school also makes every effort to protect students from bullying and other crises as well as engage students to build constructive and harmonious class climate and school ethos. The school employs a team of social workers to support students in need. Our school ethos is good and was awarded various awards in the Most Happy School Award Scheme, covering the domains of learning, potential releasing and school culture as well as the honor of The Most Harmonious School in Hong Kong (Top 3).
Future Development
School Development Plan: 1. Develop smart campus. Make use of new technology, including AI, to deepen student-centred teaching and learning, self-learning as well as help students develop IT cum data literacy. 2. Make use of data to understand students' progress in learning, provide them with feedback, encourage them to prepare early to pursue excellence. 3. Develop team with professionalism and build professional leadership to sustain and deepen the school development.
Teacher Professional Training & Development: Set clear direction of development. Promote school-based strategies. Build the culture of professional sharing. Share good practices. Instruct teachers new to the school. Develops the capacity of the middle and senior management team to lead and supervise the school development.
Fee Remission
Our school offers full school fee remission, 3/4 or 1/2 school fee remission subsidy for Life-wide Learning Activities, lunch subsidy, school uniform assistance and school textbook assistance.. 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. In case of emergent familial financial crisis, the family may submit the application immediately. - Please visit the web-link in our school's website for details of school fee remission scheme, including the family income limits.
Others
1. Attain outstanding performance in external competitions related to music, sports, visual arts, personal development, community services and academic areas. 2. The school is the Satellite Centre of Hong Kong Academy for Gifted Education. 3. The school connects formally with many schools in Hangzhou and Shenzhen in the mainland to form sister schools to foster active cultural exchange between the students in Hong Kong and the Mainland. #The proposed fee is pending EDB's approval. The fee(s) in previous school year (2024/2025) is/are as follows: \$23,700



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Not
applicable

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Lee Yu Tai Desmond	Dr. Chan Wai Kit	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
G.T. School Limited	Love, Creativity, Task Commitment	1997	Chinese & English	School Bus	About 7000 Sq. M
Through-train Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
G.T. (Ellen Yeung) College					
			Yes	Yes	
4Rs Mental Health Charter	Yes	Whole School Health Programme		Pledged School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
\$35,310Whole year (Grade 1)	-	\$200	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
34	2	2	2	Yan Garden, Sun Garden, Nature Classroom, Organic Farmland, Vertical Green Wall, Creature Station, Table Tennis Training Area, etc.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Campus TV, Music Room, Enhancement Room, Performance Art Room, Dance Room, Computer Lab, Research and Creativity Room, Science & Creativity Room, Visual Art Room, Science Lab, Library, English Room, etc.				Ramp and Accessible lift.

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		72
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%	50%	22%	26%	16%	58%

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		Our school follows a small class system and offers a grade-skipping program to accommodate individual differences among students. We also provide talent classes, gifted classes, and individual gifted programs to explore and nurture the talents of each student.								
Remarks		Students study at the Mong Kok campus for Grades 1 to 3 and then transition to the Tseung Kwan O campus for Grades 4 to 6. The affiliated secondary school is G.T. (Ellen College) College Secondary Division. Please refer to the school website for more details: www.gtschool.hk								

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	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 regular subjects, the school also generates half-yearly assessment reports for V.A., music, P.E., T.E., S&C, Chinese History, Third Language, and Talent Classes in order to provide quality feedback for students to improve their work and develop their potential. Multiple Intelligence assessments are conducted for both G.1 and G.3 students.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	The principles for student grouping are based on a balanced distribution of student abilities and maintaining a gender ratio.				

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:00 AM	3:30 PM	12:55 PM - 1:45 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier.	The school has installed a solar power system on campus and has received the Gold Award for Environmental Excellence, Green School Gold Award. We are committed to promoting healthy eating habits, and we prioritize the nutritional value of lunch when selecting catering services. Additionally, we encourage students to participate in sports. Every year, we organize Sports Day and Swimming Gala.		After school, the third language course offers students a variety of choices, including German, French, Spanish, Japanese, and Korean, enabling them to understand diverse cultures and build future advantages. Additionally, the school provides after-school talent programs, gifted programs, and school team training to accommodate the varied learning needs of students and nurture their multifaceted potential.		

Life-wide Learning

Our school organizes a diverse range of activities, including Christmas celebrations, Traditional Chinese Day, The Community Chest Dress Casual Day , Healthy Sports Day, Swimming Gala, Excursion Learning Day, Cultural Immersion Trip Day for Senior Primary Students, Parent-Child Day Trip for Junior Primary Students, and the "GT Got Talent" activity, all designed to enrich students' learning experiences. Additionally, the school arranges mainland and overseas exchange programs to broaden students' international perspectives.

School Mission

The school is dedicated to fostering "Love", "Creativity" and "Diligence" as its core educational principles. Committed to its mission of "nurturing exceptional talents for society," we actively promote gifted education and implementing multiple intelligences development. The school has, over the years, nurtured joyful and excellent students through visionary leadership, an exceptional teaching team, a continuously updated curriculum, and positive life education that aligns with the times.

School Characteristics

School Management

School Management Organisation:

Our governance structure has four domains, namely Management & Organization, Teaching & Learning, Students' Growth, and Talent Development, under which there are twelve administration groups.

Incorporated Management Committee / School Management Committee / Management Committee:

Our board of directors is set up under the amended Education Ordinance. The members include our principal, the representatives from our sponsoring body, our teachers and parents, professionals, social leaders, as well as other individuals.

School Green Policy:

To nurture students to show concern about the environment and protect the environment to love nature and put words into action. They should practice green living, live a simple life, adopt a frugal life attitude and consume more vegetables and less meat.

School's Major Concerns:

- 1. Reinforce Gifted Education strategy to assist gifted students in maximizing their potential.
- 2. Apply e-learning to enhance learning effectiveness and promote self-learning, adopt bring-your-own-device (BYOD) in a step-by-step manner.
- 3. Further STEAM education development.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. 12-year through-train education system integrating primary and secondary sections.
- 2. Implementation of multiple Intelligences with a unique five-tier gifted education framework.
- 3. Emphasis on multilingualism and global perspectives.
- 4. Foreign and Mandarin teachers as Class Teachers to enhance the language environment.
- 5. Outstanding teaching team with subject specialization.
- 6. Caring school environment with a low student-teacher ratio (approximately 1:10).
- 7. Systematic development of STEAM talents.
- 8. Diverse learning experiences with specialized teaching materials developed by educational experts.
- 9. Technology-integrated teaching models that evolve with current trends.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. Strengthen STEAM education and cultivate students' media and information literacy.
- 2. Enhance care for student diversity.
- 3. Improve assessment literacy to boost teaching and learning effectiveness.
- 4. Enrich all-around learning experiences to foster whole-person development.
- 5. Deepen cross-curricular learning and reading to nurture lifelong learning abilities.
- 6. Optimize school hours to create space for balanced physical and mental growth.
- 7. Strengthen values education (including life education, citizenship, and national security education).

Development of Generic Skills:

We cultivate children's 21st century skills, including critical thinking, communication, teamwork, creativity, and innovation through various learning activities. For example, the school-based subject 'Science and Creativity' focuses on developing students' creativity and critical thinking. Life education lessons help enhance students' communication, collaboration and self-management skills.

Cultivation of Proper Values, Attitudes and Behaviours:

- 1. Through life education lessons and moral education morning assemblies, students are taught to combine their observations and thoughts and share them in order to help them establish proper values
- 2. Activities and competitions aligned with curriculum themes—such as the Backpack Fitness Challenge, Cleanliness Competition, Lunchtime Song, Flag Day, and Father's/Mother's Day assemblies to enable students to "practice" moral character through action.
- 3. Strengthen service learning by establishing student roles like Prefects, Flag Raising Team, Constitution and Basic Law Student Ambassadors, and Game Ambassadors, supported by regular training.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1. Adopt a school-based 5-tier gifted education curriculum structure.
- 2. Grade skipping policy for gifted students.
- 3. Effective Learning Group organises support programs in Chinese, English and Mathematics.
- 4. Enhancement classes assist the academically low achievers.
- 5. Promote differentiated instruction for learner diversity.

Whole School Approach to Integrated Education:

Appropriate learning support and encouragement will be given to students who are weaker in academics. A support group is set up in each grade to cater for students' needs. According to students' learning ability and needs, students with special needs will be transferred to our specialist for further assessment (assistance for reading and writing difficulties, as well as intelligence assessments etc). Teachers will then modify the teaching, learning, and assessment to cater to their individual needs.

Curriculum Tailoring and Adaptation:

Chinese subject taught in Putonghua, The 3rd Language, School-based Chinese History, Technology Education, Science & Creativity, After-school Talent Class, Mathematics Accelerated Class, Bridging Programmes for G.1, Bridging Programmes for G.6, Native English Teachers, IEP.

Home-School Co-operation and School Ethos

Home-School Co-operation:

- 1. PTA helps foster effective communication between the school and the parents. They provide support towards various school activities, strengthening their team spirit.
- 2. The school organizes Parents' Days, family activities and Parents' Nights regularly to enhance the understanding and co-operation between the school and the parents.
- 3. The parent volunteers offer assistance to various school activities. In return, they can join in the school life of their children

School Ethos:

- 1. The school promotes a caring culture and places emphasis on the character development of students.
- 2. We promote a culture of collaboration and trust between home and school, working together to organize various parent-child bonding activities.
- 3. The school provides leadership training for class monitors, prefects, flag raising team, Constitution and Basic Law Student Ambassadors, and Game Ambassadors to develop leadership skills.
- 4. Gifted education including After-school Talent Class, After-school gifted program, and IEP (Individualized Education Plan). Some courses place emphasis on addressing children's emotional needs, such as cultivating students' emotional management and resilience

Future Development

School Development Plan:

The school actively promotes gifted education and STEAM education. It is gradually implementing Bring Your Own Device (BYOD) to enhance self-learning. The school also encourages domestic and international exchange programs to broaden students' horizons and expand their knowledge.

Teacher Professional Training & Development:

Our school actively promotes gifted education, dedicated to developing students' multiple intelligences while closely aligning with international educational trends. To foster educational innovation and global exchange, we annually host the "International Forum on Multiple Intelligences Education," inviting domestic and international experts and scholars to collaboratively explore the theories and practical strategies of gifted education. This initiative aims to cultivate students' exceptional talents and enhance their global competitiveness.

Fee Remission

Our school offers Tuition fee reduction and exemption ranging from 10% to full exemption. 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.
- 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 has achieved the Sai Kung District Outstanding Student Awards, with eight students selected as "Top Ten Outstanding Students," and has been consecutively honored as the Best School in Sai Kung District for three years. In the Hong Kong Special Administrative Region Outstanding Primary School Student Awards 2023-2024, one of our students was named among the Top Ten Outstanding Primary School Students in Hong Kong.In 2025, we were awarded the Certification of First School for Excellence by the French Consulate and the French Cultural Association, becoming the first primary school in Hong Kong and Macau to receive this prestigious accreditation.Additionally, the school has been awarded gold and silver in both the boys' and girls' annual overall championships for ten consecutive years under the Schools Sports Federation of Hong Kong, China Sai Kung Primary Schools Area Committee.



保良局陸慶濤小學

Po Leung Kuk Luk Hing Too Primary School

Po Lam Estate, Tseung Kwan O, N.T.

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http://www.plklht.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. Hui Wing Ka	M.H. Wong Chi Yeung	Established	DSS Whole Day	Co-ed	Not Applicable
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					62%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Po Leung Kuk	Love, Respect, Diligent, Sincerity	1988	Chinese (incl.: Putonghua) and English	School Bus; Nanny van	About 4500 Sq. M
Through-train Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
Po Leung Kuk Laws Foundation College					
			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
\$13,700(in 10 instalments)	-	\$240	-	-

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
Electronic Music Room and video conferencing Room, two Computer Room(s), STEAM Maker Space, Science Laboratory, Visual Arts Room, Campus TV Studio, Music Room, Multiple Intelligence Activity Room, etc.				-

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

Number of teaching posts in the approved establishment			-	Total number of teachers in the school		60
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
92%	100%	43%	59%	20%	13%	67%

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		Our school adopts dual-class-teacher and small-class approach, for all levels, to take good care of our students. We adopt Putonghua as the medium of instruction for Chinese language for all levels. English is used as the medium of instruction for Science. Science, Integrated Humanities and STEAM are using self-developed textbooks.								
Remarks		-								

Performance Assessment

Number of test(s) per year (P1 only)		1	Number of exam(s) per year (P1 only)		1	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		2	Number of exam(s) per year (P2 to P6 only)		2		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							No
Diversified Assessment for Learning	Formative assessment is adopted for all subjects. Science, Integrated Humanities and Music have practical assessments. Students' self-evaluation and peer-evaluation are also included in Project Learning. Multiple-intelligence indicators of literacy, Information Technology, STEAM and Swimming are established to encourage students.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	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	3:35 PM	1:00 PM - 2:05 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Our school provides sport equipment to encourage students to do exercise during recess every day. All students are required to join "Fitness Exercise" on a weekly basis to enhance their physical fitness. Students can also join music, art and STEAM activities during the recreational period after lunch.		-		

Life-wide Learning

Extra-curricular activities include Study Tour, Jazz dance, Badminton, Table-tennis, Basketball, Campus TV shooting team, Debate Team, Chinese, English, Maths pull-out programmes, Soccer, Track and Field, Swimming, Sport Climbing, Ice Hockey, Drama, Public Speaker, Pop Band, Orchestra, Choirs, Foot Drill Team, Coding Course, Robotics Course, Photography and various musical instrument classes are the students' favourite activities.

School Mission

We commit ourselves to creating a loving and harmonious learning environment which helps students undertake the responsibility to look after their family and other individuals, serve the community, develop self-esteem and optimism, pursue knowledge and truths, accept multi-cultures and have a world vision. We strive to create a professional environment to encourage professional collaboration and cultivate the culture of quality assurance.

School Characteristics

School Management

School Management Organisation:

The Incorporated Management Committee (IMC) of our school is to ensure the proper management, administration or operation of the school in accordance with the vision and mission and the educational policies and principles set by Po Leung Kuk, our sponsoring body. A number of Committees are set to carry out the instruction of the IMC, viz. The School Administration Committee, the Academic Committee, the Curriculum Development Committee, the Pastoral Care Committee, Extra-curricular Activities Committee, Library Committee, the Staff Development Committee.

Incorporated Management Committee / School Management Committee / Management Committee:

An Incorporated Management Committee was set up in June 2007 to lead and to manage the school.

School Green Policy:

We have established Policy for Environmental Conservation to deal with energy saving, waste classification and issues of environment enhancement.

School's Major Concerns:

- 1. Enhancing students' competencies in Chinese Language, English Language and Mathematics.
- 2. Caring for students' physical and mental health and promoting positive living.
- 3. Strengthening external connections and broadening and enriching students' learning experiences.

Learning and Teaching Plan

Learning & Teaching Strategies:

In addition to classroom learning, diversified programmes aim to enrich learning through authentic experience. Field trips and overseas study tours are offered to cater for students' personal, social and development needs. Bridging courses have been developed, since 2004, to ensure a seamless transition to our through-train secondary school, PLK Laws Foundation College.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Holding monthly thematic activities and weekly seminars, and strengthening the sense of national education, national security education and positive education. Creating more learning spaces by effectively utilizing the learning hours, facilitating students with enough platforms and chances to show their strengths and abilities during after-lunch school recreation period, extending students' learning with good use of different leaning platforms. Promoting balanced physical and mental development and whole-person development by developing and enriching all-round learning experiences. Addressing the learning diversity by establishing whole-person development training groups and academic enhancement groups. Strengthening STEAM Education, developing Primary 3 to 6 school-based curriculum and cultivating students' media and information literacy. Cultivating life-long learning by implementing extensive reading programs and developing students' self-directed learning strategies.

Development of Generic Skills:

Integrated learning opportunities, thorough formal and informal curriculum are provided to equip students with critical thinking, creativity, problem-solving and time management skills.

Cultivation of Proper Values, Attitudes and Behaviours:

Our school's Discipline and Guidance team organizes comprehensive student guidance programs based on the school mission. We have promoted positive education to help students nurture their character strengths, develop positive emotions and flourish in life. Our school builds a positive learning atmosphere through activities, training, courses and in-class teaching. With Home-School cooperation, we aim to develop students' positive values and characters to foster their whole-person development. The whole school works closely with different parties to cultivate a caring school culture and nurture students to be individuals with positive values and a willingness to serve.

Student Support

Whole School Approach to Catering for Learner Diversity:

We fully utilize the diagnostic and feedback mechanisms and findings of assessment for learning to cater for students' individual differences and the balanced development of students' multiple intelligences.

Whole School Approach to Integrated Education:

Core members of the Student Support Team include the convenor, Special Educational Needs Coordinator (SENCO), and members the vice-principal, Chinese, English and Math subject panel representatives and student guidance teacher. Special measures in supporting students with SEN include homework and assessment accommodations, remedial teaching, social skills training, school-based educational psychology service, school-based speech therapy service, occupational therapy service, and annual provision of the "Summary of Support for Student" to parents of students with SEN.

Curriculum Tailoring and Adaptation:

Gifted students are invited to join enhancement programmes for language, mathematics, science, sport and arts; students whose academic achievement is below average can rebuild their strength through our Small-group learning Project and Mastery Learning Project.

Home-School Co-operation and School Ethos

Home-School Co-operation:

We work closely with the PTA to encourage students to excel more healthily in both intellectual and psychological areas.

School Ethos:

Cultivating a love, care and positive culture through the promotion of Parent-child volunteer services.

Future Development

School Development Plan:

Through action research, self-evaluation and peer-evaluation, the quality assurance system in our school has been developed and enhanced.

Teacher Professional Training & Development:

We set up a regular weekly staff development session for lesson study and co-planning purpose. We also organize workshops and lectures in line with the development of the school and the curriculum development of various subjects.

Fee Remission

Our school offers full school fee remission or 1/2 school fee remission. Needy students, including those from families receiving the Comprehensive Social Security Assistance (CSSA) and students receiving financial assistance provided by the Student Finance Office of the Working Family and Student Financial Assistance Agency (WFSFAA), could apply for fee remission.

- Newly admitted students could apply for the school fee remission before 1 month(s) of commencement of the new school year. Application results will be announced within 2 month(s) after submission of applications.
- Please visit the web-link in our school's website for details of school fee remission scheme, including the family income limits.

Others

We have formed Sister School relationship with the Princes Hill Primary School, Melbourne, Australia, Nanhai Foreign Language School, Foshan, Zhengzhou Experimental Primary School, Fukien, Changchun No.2 Experiment Tongda Elementary School, Jilin, Regular exchanges are held every year. Subject Scholarship, Music Scholarship, Visual Arts Scholarship, Physical Education Scholarship are set up to encourage students in pursuit of whole personal development and excellence.



香港華人基督教聯會真道書院 The HKCCC Union Logos Academy

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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
Rev. Chung Ka Lok	Dr. Lee Chak Hong	Not Applicable	DSS Whole Day	Co-ed	Protestantism / Christianity
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					Not Applicable
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Hong Kong Chinese Christian Churches Union	Please refer to the Chinese version	2002	Chinese (incl.: Putonghua) and English	School Bus	About 7000 Sq. M
Through-train Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
The Hong Kong Chinese Christian Churches Union Logos Academy					
			Yes	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
\$28,600 (Collect in 10 instalments)	-	-	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
76	6	3	3	An indoor swimming pool and a air-conditioned basketball court.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Primary & Secondary: Science Laboratories, Visual Arts Rooms, Music Rooms, Computer & Media Rooms, Dance Room, Conference Rooms, Lecture Rooms, Digital Piano Room, Counselling Room, Reading Room and Studio & TV Station.				Accessible lift.

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		160
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
91%	100%	56%	39%	25%	16%	59%

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	6	6	6	6	0	30
2025/2026 school year (Based on the approval of EDB in 2025)	No. of classes	-	-	-	-	-	-
Mode of teaching at different levels	Primary & Secondary education span 11 years, leading to HKDSE or IBDP exams. The 11 years is reconstructed into three stages: Foundation Stage (2 years), Development Stage (5 years) and Mastery Stage (4 years). Remark: Students will be promoted to Secondary Division of the same school after completion of the 5-year primary education.						
Remarks	The innovative design frees students from the restrictions in traditional learning, does not heavily rely on textbooks, but adopts tailor-made materials to cultivate motivation and pleasure in effective learning. The approved number of enrollment for Grade 1 is 198. "BYOD" Policy is implemented starting from Grade 3.						

Performance Assessment

Number of test(s) per year (P1 only)		2	Number of exam(s) per year (P1 only)		2	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		2	Number of exam(s) per year (P2 to P6 only)		2		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	According to the needs of individual subjects, continuous assessments vary from students' performance in class, course work, tests and projects etc. Timely feedback is provided. There are two summative assessments each school year, in January and June.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	Based on various factors including gender balance, arrangement of homeroom teachers, peer interaction, learning and teaching effectiveness, class size, etc.						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	10	35 mins	8:00 AM	3:30 PM	12:15 PM - 1:05 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Put emphasis on physical and psychological health program for both students and teachers. No tuck shop but eat smart. Lunch boxes are provided by qualified food service providers. Students join the school sports program by Leisure and Cultural Services Department. School got numerous prizes in inter-school sports competitions.				

Life-wide Learning

Based on students' development stages, academic, recreational and physical education training are provided through the weekly co-curricular activities. Extracurricular activities include interest classes, Christian fellowships, uniform service teams, social services teams, inter-school competitions, field trips, overnight camps, cultural exchange programmes and various types of physical exercises.

School Mission

Adopting the Direct Subsidy Scheme and enhanced by the privileged "through-train" model, students' complete quality primary and secondary education in eleven years. Founded on the Truth of the Bible, the school is committed to nurturing future leaders with global perspectives by providing an all-round education, leading to students' spiritual, moral, cognitive, aesthetic, physical and social development.

School Characteristics

School Management

School Management Organisation:

Non-teaching related administrative work is mainly handled by the Principal, two Deputy Principals, four Assistant Principals and a team of non-teaching supporting staff so that the teaching staff devote themselves to students' learning and pastoral care.

Incorporated Management Committee / School Management Committee / Management Committee:

The Hong Kong Chinese Christian Churches Union Logos Academy Management Committee Limited.

School Green Policy:

The school has paper recycling scheme and encourages reduction in paper consumption.

School's Major Concerns:

- 1. Refining the Primary-Secondary through-train curriculum in line with the curriculum renewal.
- 2. Fostering an environment for students to become moral and healthy learners.

Learning and Teaching Plan

Learning & Teaching Strategies:

There are five semesters and 190 teaching days per academic year. "Modular approach" is used flexibly to optimise lesson time in each semester. The school places emphasis on the authentic and genuine experiences within and beyond school hours and encourages students to internalize personal experiences within contexts in life. From Foundation Stage One onwards, cross-subject learning is promoted in all subjects. Science as well as humanity subjects adopt an integrated approach in curriculum design.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Our school has developed a distinctive school-based curriculum to meet the school's major concerns and the latest curriculum development needs. We emphasize the importance of cultivating students' habits of self-directed learning, developing lifelong learning abilities, strengthening cross-curricular learning and reading at all levels and subjects, promoting the popularization of gifted education, catering to student diversity, strengthening STEAM education, emphasizing the use of hands and brains, cultivating students' media and information literacy, and improving assessment literacy to promote the effectiveness of teaching and learning.

We also enhance values education, including life education, national and national security education, make good use of learning time to create space, promoting balanced development of body and mind, enriching comprehensive learning experiences, and promoting the development of the whole person.

Development of Generic Skills:

Students' generic skills are developed through transdisciplinary learning, regular STEAM lessons and various activities. The school also fosters a culture of self-management, self-learning and self-reflection. Generic skills such as creative and critical thinking are essential in learning. Student achievements are measured according to how well their generic skills are applied.

Cultivation of Proper Values, Attitudes and Behaviours:

The school adopts a whole-school approach to carry out positive education. Teaching staff has received trainings on positive psychology in order to establish the principles of personal wellbeing to students, parents, teaching and non-teaching staff and the whole community.

Student Support

Whole School Approach to Catering for Learner Diversity:

The Academy adopts the Whole School Approach model to cater for learner diversity. We are committed to promoting an inclusive culture. Joint Student Support Team members and teachers work closely together to assist freshmen, transfer students, gifted students, or students with special educational needs in adjusting to the campus environment. Homework accommodations and special examination arrangements are offered to meet the genuine needs of students with special educational needs. In the upcoming school development cycle 2024-2027, the school has decided to further facilitate integrated education as one of the approaches to foster an environment for students to become moral and healthy learners. In addition, the Academy encourages teachers to adopt differentiated instruction, tiered learning, e-learning and subject-based teaching strategies to cater for learning differences.

Whole School Approach to Integrated Education:

Under the leadership of the Principal and Assistant Principal for Student Support, SENCO coordinates various internal student support teams and external support organisations to support students in need through a three-tier support model and EI. This aims to enhance students' social adaptation and learning effectiveness, promoting an inclusive school culture. Joint Student Support Team formulates support plans based on the needs of individual students. Regular meetings are held to follow up on cases and provide appropriate support such as assessment accommodations, counselling groups, Chinese reading and writing groups, social skills training groups and school-based speech therapy services. In addition, the SEN Support Team closely collaborates with the Curriculum Development Team to adjust strategies and optimize classroom teaching so that diverse learning needs of students can be accommodated.

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

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

Curriculum Tailoring and Adaptation:

Teaching materials from local publishers, Mainland and overseas are used. The school strives to integrate the most effective ways of learning among the best education systems practised all over the world.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Many parent meetings are held annually. Parents participate in these meetings actively. Logos Parents' Reading Community has been set up to encourage parents to read. In addition, newsletters are issued frequently. Through the PTA, the Volunteer Parent Helpers Scheme, the Parents Academy, the Parents Fellowship, the Parents Support Group and the Parents Praying Group, partnership between the school and parents and among parents are strengthened.

School Ethos:

The school promotes a student-oriented approach to handle issues and concerns raised during everyday school life. All stakeholders are encouraged to communicate with one another. Mutual understanding and respect are crucial factors to maintain a warm relationship and partnership among stakeholders.

Future Development

School Development Plan:

We strongly believe that "the heart of education is education of the heart". Logos Academy is committed to assisting our students to pursue an abundant life built on the Truth, Goodness and Beauty. The school also cultivates and enhances our students' ability to inquire, reason, solve problems and face life's many challenges. It aims to nourish a culture of learning whereby learning is an effective and pleasurable undertaking for students. On this basis, Logos Academy has been serving as a meeting point for local and overseas educators of talent to work hand-in-hand in different positions. We maintain a strong connection with external organisations, gain good access to educational and scientific research, and implement new educational theories and ideas to ensure our progress is in the direction of excellence. Ongoing improvements and adjustments in the curriculum, teaching methods, the design of learning activities, assessments, management help us set the right direction to provide quality education for the community.

Teacher Professional Training & Development:

We have appropriated funds for our teachers to join worldwide professional teaching bodies, to visit schools in different places, and to attend international education conferences. Moreover, we also invite local and overseas renowned educators and scholars to visit us and to develop a global and multi-cultural support network in education. Our school also encourages teachers to attend professional development trainings so as to enhance teaching effectiveness.

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.
- Please visit the web-link in our school's website for details of school fee remission scheme, including the family income limits.

Others

The school has scholarships, competition awards and exchange programmes.