



樂華天主教小學

Lok Wah Catholic Primary School

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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Dr. Chau Kai Ming Joseph	Ms. Yau Bo Ki Joanne	Established	Aided Whole Day	Co-ed	Catholicism
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					100%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Catholic Diocese of Hong Kong	Seeking Knowledge Exemplifying Virtue	1968	Chinese (incl.: Putonghua) and English	School Bus	About 9000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-				Yes	
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

2026/2027 Annual School Charges

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

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	LED wall displays in school hall, cover playground, 1/F activity zone and Interactive display boards in all classrooms.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
AI Lab, STEAM Lab, Computer Room, Language Room, Herbal Garden, Organic Farm, Campus TV, Music Room, Visual Arts Room, Student Activity Room, Remedial Teaching Rooms, Prayer Room, Speech Therapy Room.				Accessible lift, Accessible toilet, Tactile guide path, Accessible public information / service counter and Visual fire alarm system.

Teaching Staff Information (including School Head) in the 2025/2026 school year

Number of teaching posts in the approved establishment				Total number of teachers in the school		
46				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%	39%	72%	19%	20%	61%

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	4	4	4	4	4	24
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	4	4	4	4	4	24
Mode of teaching at different levels	Chinese language instruction is taught in Cantonese in P.1. Classes in Putonghua or Cantonese are available from P.2 onwards. Both Chinese and English curriculums progress from reading to writing. The school curriculum integrates digital education and values education elements, fostering information literacy, critical thinking, and positive character development.						
Remarks	Through cross-curricular activities, students apply digital skills across language and science while developing respect, responsibility. The school places strong emphasis on enhancing creativity, problem-solving and critical thinking. With NET support in P.1-P.3, we further strengthen students' English learning 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							No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	Students' proficiency in Chinese and English is assessed through reading, writing, listening, and speaking. Each subject adopts a variety of assessment modes, including formative assessments, cross-curricular projects, creative writing, fun dictation, and online evaluations, fostering a culture of self-assessment, peer feedback, and parental involvement in student learning.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	P.1-P.3: Mixed-ability classes P.4-P.6: Two Elite Classes and two mixed-ability classes						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	10	30 mins	8:00 AM	3:20 PM	12:55 PM - 1:55 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and Students are required to have their lunch at school.	Our school is dedicated to fostering positive life education and a caring mental health culture. We promote the A+ Values Education Program alongside Catholic education and actively participate in the Education Bureau's '4Rs Mental Health Charter', helping students build healthy lifestyles for their physical and mental well-being from an early age.		Bridging Courses are offered to Primary 1 students to maintain a smooth transition from kindergarten to primary school. Homework sessions are held from Monday to Thursday.		

Life-wide Learning

In line with the philosophy of whole-person education, we nurture students' diverse talents by offering a wide range of activities. These include English drama, Cantonese opera, martial arts (Nanquan), break dance, skateboarding, kin-ball, brass band, choir, STEAM courses, financial literacy programs, uniformed groups, and newly emerged sports such as obstacle course racing. Altogether, there are more than 50 activity groups available.

School Mission

Our school follows the mission of Catholic education, strived to provide a whole-person development and nurturing well-rounded individuals. Guided by the spirit of Christ, we practice education through love, helping students grow in compassion, demonstrate care for others, and embrace social responsibility, while cultivating them to become responsible citizens.

School Characteristics

School Management

School Management Organisation:

Directly under the Catholic Diocese of Hong Kong, the Supervisor leads the Incorporated Management Committee (IMC) and authorizes the Principal to oversee the School Development Team, Administration Team, Functional Teams, and Subject Panels in formulating school policies and development plans, thereby implementing Catholic education. The Parent-Teacher Association and Alumni Association further support the school's growth and daily operations by offering valuable advice and assistance.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee of Lok Wah Catholic Primary School was established on March 1, 2014. Members include 9 directors appointed by the sponsoring body, 1 independent director, 2 teacher directors, 2 parent directors, and 1 alumni director.

School Green Policy:

Our school is committed to creating a green and healthy campus and actively formulates healthy school policies. Student Environmental Ambassadors are appointed to promote environmental activities.

School's Major Concerns:

Divine Inspiration, Boundless Innovation

Learning and Teaching Plan

Learning & Teaching Strategies:

- Promote gifted and STEAM education to cultivate students' multiple intelligences and computational thinking.
- Introduce professional support and develop quality school-based curriculum (excerpt):
 - Digital Education: Jockey Club GoAI (Pilot School – Cohort 2) and Greater Bay Area Innovation and Technology Education Committee
 - English: CEO 1.0 & 2.0 Reading and Values Learning Platform
 - Science: Jockey Club Science Exploration Pilot Program
 - Mathematics: Primary Mathematics Teacher Leadership Learning Community
 - Information Technology: One of two pilot primary schools in the Greater Bay Area Innovation and Technology Education Association, and Project NEXT
 - Music and Physical Education: Jockey Club "Project Muse" Program — brass instruments and sports training

Development of Major Renewed Emphases of the Primary Education Curriculum:

Use lesson time flexibly by arranging daily homework sessions and afternoon 'Learn with Fun' sessions to promote diversified learning activities; Reduce the number of exams to three per year; Strengthen kindergarten-to-primary transition: Primary One students only take two exams; Encourage self-learning through fun reading activities with reward points.

Development of Generic Skills:

[Computational thinking ability] Leverage digital education to help students develop computational thinking and integrate technology into language learning, breaking traditional boundaries; [Critical thinking and problem-solving ability] Encourage students to construct knowledge through observation, experience and analysis; [Self-management and self-learning ability] Cultivate correct values and the ability to plan life; [Communication and collaboration ability] Implement 'One person, One role' program — training subject ambassadors, environmental ambassadors, prefects, etc.

Cultivation of Proper Values, Attitudes and Behaviours:

- Integrate religious, values education, national security education with school-based guidance activities to foster a positive and caring campus atmosphere that encourages students to become proactive and responsible citizens.
- Implement school-based financial education to strengthen students' financial literacy and planning skills.
- Foster students' interest in reading by collaborating across subjects to provide reading training, promoting thematic reading and activities during lessons and recess, and cultivating lifelong reading habits.

Student Support

Whole School Approach to Catering for Learner Diversity:

Our school promotes gifted education and provides the 'Learn with FUN' sessions for both enrichment and remedial support, along with homework adaptation.

Whole School Approach to Integrated Education:

- Review support strategies regularly through the Student Support Team, using a three-tiered intervention model to meet diverse learning needs.
- Strengthen collaboration among school-based educational psychologists, language therapists, occupational therapists, and external professionals to provide appropriate guidance and support.
- Promote a caring and inclusive campus through the "Heart-to-Heart" program, engaging all teachers in cooperative learning strategies and initiatives that 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; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; and organising activities to create an inclusive learning environment in the school.

Curriculum Tailoring and Adaptation:

Our school actively implements gifted education programs and strengthens training in sports and arts to inspire students' multiple intelligences.

Home-School Co-operation and School Ethos

Home-School Co-operation:

All parents are members of the Parent-Teacher Association, which organizes regular 'PTA Mornings' to strengthen communication between parents and the school. Parent-child activities, parent seminars, and interest classes are arranged to foster engagement, while a parent volunteer team collaborates with the school to create a positive and enjoyable learning environment.

School Ethos:

Our school actively builds a harmonious and caring campus, encourages students to be proactive and responsible, and cultivates their sense of responsibility through leadership training programs. Holistic development is further supported through religious, values education, national security education, bridging courses from kindergarten to primary school, and school-based counselling activities.

Future Development

School Development Plan:

- Promote digital education and Artificial Intelligence (AI) programmes.
- Provide diverse learning activities to help students gain knowledge, master skills, and cultivate positive values and attitudes.
- Maximize the advantages of small-class teaching to cater to student diversity, thereby enhancing learning and self-learning abilities.
- Collaborate with external professionals to enhance teaching effectiveness
- Optimize curriculum, activities, and the campus environment to build a caring campus that helps students establish correct values, practice education through love, and nurture noble character.
- Broaden students' horizons through overseas exchange activities to enable them to experience different cultures and customs, explore new learning areas and perspectives.
- Enhance teacher professional development.

Teacher Professional Training & Development:

- Prepare lessons jointly within subject groups, organize open classes and demonstration teaching, and establish a peer observation culture among teachers to form a learning-oriented organization.
- Hold school self-evaluation meetings to review the school's strengths and areas for growth, continuously keeping pace with the times to improve learning and teaching effectiveness.

Others

Students have received multiple honours in various competitions, highlighted by the Kowloon East Area Inter-Primary Schools Athletic Competition with 3 championships, 1 runner-up, and 1 third place. At the Spring All-Hong Kong Individual All-round Rope Skipping Championships 2026, they achieved 15 championships, 19 runner-ups, and 19 third places. They also excelled in the Basketball and Table Tennis Competitions. Beyond sports, students earned the S.A.M. Project Talented Student Award and the Sir Robert Black Trust Fund Grants. In innovation, they won 1 championship and 1 runner-up at the East Kowloon Robotics Games. At the Hong Kong Youth Athletics Age Group Competition, they claimed shot put runner-up and 4x100 relay third place. In music, they triumphed at the Greater Bay Area Music Competition 2025, winning the Hong Kong–Macau championship and overall regional runner-up.