



# 祖堯天主教小學 Cho Yiu Catholic Primary School

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POA School Net No.

## School Information

| Supervisor / Chairman of Management Committee                                                                                                                     | School Head              | Incorporated Management Committee | School Type                                     | Student Gender                   | Religion                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-----------------------------------|-------------------------------------------------|----------------------------------|-----------------------------|
| Ms. Wong Man Ping Annie                                                                                                                                           | Mr. Chan Chi Hang Nelson | Established                       | Aided Whole Day                                 | Co-ed                            | Catholicism                 |
| Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets |                          |                                   |                                                 |                                  | -                           |
| Name of Sponsoring Body                                                                                                                                           | School Motto             | Year of Commencement of Operation | Medium of Instruction                           | School Bus                       | Area Occupied by the School |
| The Catholic Diocese of Hong Kong                                                                                                                                 | Christ our Light         | 1978                              | Chinese (incl.: Putonghua) and English          | School Bus                       | About 2200 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    | \$280                                   | -                    |

## School Facilities

| No. of Classroom(s)                                                                                                                                                       | No. of Playground(s) | No. of School Hall(s) | No. of Library(ies) | Others                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-----------------------|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 24                                                                                                                                                                        | 2                    | 1                     | 1                   | Chapel and Ecological Park, Chinese Herbal Garden, Koi Pond, Chapel, Recording Studio, Synthetic rubber playground, running tracks. Sports Center (Basketball Machine, Exercise Bike, AI Sports Field). |
| Special Room(s)                                                                                                                                                           |                      |                       |                     | Facility(ies) for Supporting Students with Special Educational Needs                                                                                                                                    |
| Coolthink@Studio, STREAM Room, English Activity Room, Music Room, Visual Art Room, Dance Studio, Science Laboratory, Integrated Learning Studio, School Counselling Room. |                      |                       |                     | Ramp, Accessible lift and Accessible toilet.                                                                                                                                                            |

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

| Number of teaching posts in the approved establishment |                 |                                    | 46                         | Total number of teachers in the school |             | 48                |
|--------------------------------------------------------|-----------------|------------------------------------|----------------------------|----------------------------------------|-------------|-------------------|
| Qualifications and professional training (%)           |                 |                                    |                            | Years of Experience (%)                |             |                   |
| Had Received Teacher Training                          | Bachelor Degree | Master / Doctorate Degree or above | Special Education Training | 0 - 4 years                            | 5 - 9 years | 10 years or above |
| 100%                                                   | 100%            | 54%                                | 77%                        | 6%                                     | 15%         | 79%               |

## 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 | 3  | 4  | 4  | 4  | 4  | 23    |
| Mode of teaching at different levels                                              |  | The entire school implements small class teaching and uses a mixed-ability grouping model. Through peer support, learning is deepened, and by enhancing the curriculum, engaging in diverse teaching and learning activities, and providing tiered assignments, we aim to support students with different learning abilities, enhancing their skills, confidence, and interest in learning. |  |                |    |    |    |    |    |       |
| Remarks                                                                           |  | The school organizes contextual days every week, incorporating themed interactive games and sharing sessions to connect students with regular routines.                                                                                                                                                                                                                                     |  |                |    |    |    |    |    |       |

## 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. In addition to standard exams, integrate various assessment methods, such as project studies and formative assessments, to track students' common skills and attitude development. 2. For grades one to three, there will be no exams in General Studies (Primary Science and Humanities); instead, we will use formative assessments to track learning progress and performance. |   |                                            |  |   |                                                                                     |     |
| Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                      |   |                                            |  |   |                                                                                     | Yes |
| Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                      |   |                                            |  |   |                                                                                     | Yes |
| Streaming arrangement                                                                                                                                                                                                                                                                               | Mixed ability classes.                                                                                                                                                                                                                                                                                                                                                               |   |                                            |  |   |                                                                                     |     |

## 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, arranged by parents and students can bring their own lunch boxes. | Organize sports days, pre-class exercises, spine protection exercises, and fruit days. Participate in programs like 'Physical Fitness,' 'Healthy School Certification,' 'Jump Rope for Heart,' and 'SportACT,' and encourage students to engage in more physical activities. Students practice 'mindfulness' daily to calm their body and mind, and participate in regular classes and various activities to build positive values and resilience. |                                | 1. Actively promote parents' volunteer service and provide family and parenting education to strengthen practices for the positive development of children.<br>2. Morning classes primarily focus on teaching and learning, while afternoon classes primarily focus on activities, lectures, reading and homework guidance. |                |                   |

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| <div>P.2</div> <div> <p>There are different types of extra-curricular events and activities: Chinese Cultural Day, Variety Show, Boy Scouts, Girl Guides, Road Safety Patrol, Drone Course, Robotic Arm Course, Polymer Clay Making Class, Ballet, Taekwondo, Choir, Percussion Band, Maths Olympiad Club, Drama in English/Putonghua, Campus Stylists, Butterfly Ambassadors, Youtuber Training Course, etc. Having a variety of activities enables pupils to unleash their talents and develop new interests.</p> </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <div> <p><b>School Mission</b></p> <p>We have dedicated ourselves to nurturing our children in committing themselves to Christian values and the love of Christ. We offer a student-oriented and balanced whole person development through moral, intellectual, physical, social, aesthetic, emotional and spiritual education. We also aim to contribute to the growth, preservation and cherishing of the essence of Chinese cultures and traditions in our school. Last but not least, we achieve our goals of providing a holistic education to our young generation.</p> </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <div> <p><b>School Characteristics</b></p> </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <div> <p><b>School Management</b></p> <p><b>School Management Organisation:</b><br/>School management organization: The IMC was established in 2015 with a committee composed of a sponsoring body manager, the school principal, a teacher manager, a parent manager, an alumni manager and an independent manager. The managers of SSB come from different professional backgrounds, such as law, social work, business, higher education, and primary, secondary education. According to the current educational policy, a Value Education Group was established in leading and supervising the development of the four major domains.</p> <p><b>Incorporated Management Committee / School Management Committee / Management Committee:</b><br/>The Incorporated Management Committee was established in 2015-2016. Please refer to our school website.</p> <p><b>School Green Policy:</b><br/>The school has a clear environmental protection and energy saving policy, encouraging teachers and students to save energy and paper, and pay attention to environmental protection. We participate in the Greening School Project organized by the Leisure and Cultural Services Department every year to promote green awareness and cultivate students' interest in planting.</p> <p><b>School's Major Concerns:</b><br/>1. Integrating the core values of Catholic education with character strengths (Fairness and Gratitude) to bring out the unique character that is core to the CYCPS spirit.<br/>2. Continuously optimize teaching and learning in order to build lifelong learning abilities and attitudes.<br/>3. Align with students' character strengths, continuously optimize holistic learning activities, and achieve balanced development of body, mind, and spirit.</p> </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <div> <p><b>Learning and Teaching Plan</b></p> <p><b>Learning &amp; Teaching Strategies:</b><br/>1. Students' creativity, problem-solving skills and positive values are implemented through daily practice.<br/>2. Prioritize students' bilingual and trilingual skills by providing them with a rich language environment.<br/>3. Set up transdisciplinary thematic learning, so that students can achieve their goals through interdisciplinary learning under preset situations, roles and tasks.<br/>4. EDiversity @Jockey Club 'Learning by Doing' Academy is implemented in P.1 to P.3. No textbooks or test/exam in P.1 to P.3, but a school-based curriculum is provided.<br/>5. We enhance teaching and learning effectiveness by participating in various programs, such as the "Bravo! Jockey Club Creative Vision Project" (Chinese x Music), the English Language Communities of Practice for optimizing Small Class Teaching, the Science x Kadoorie Farm (NEEEP) Program, and the Jockey Club "Explore Science" Project.<br/>6. Differentiated Instruction is applied to cater for learners' diversity.</p> <p><b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b><br/>1. To build on and deepen students' practice of the NSE, Positive Education, Values Education and Catholic core values.<br/>2. Wisely scheduled P.M. Session so as to widen students' learning and self-study time.<br/>3. Enriching life-wide learning experiences and promoting whole-person development. Help students to develop a balance between their physical and mental development.<br/>4. To cater for students' learning diversity with appropriate learning and teaching strategies.<br/>5. Using an 'organic integration' model, draw on external organizations for support to arrange interdisciplinary learning activities, broaden students' learning experiences, and foster a spirit of technological inquiry.<br/>6. Implement cross-curricular reading curriculum and various school-based reading programmes so as to enhance students' reading skills and establish a good reading atmosphere.<br/>7. Adopt diversified assessment models to enhance assessment literacy.</p> <p><b>Development of Generic Skills:</b><br/>Through learning activities across different subjects, project-based studies, science and technology activities, contextual activities, and overseas exchanges, provide diverse learning experiences to develop students' various competencies, with a focus on cultivating creative thinking and problem-solving skills.</p> <p><b>Cultivation of Proper Values, Attitudes and Behaviours:</b><br/>By integrating Positive Education, the five core values of Catholic Education, and the twelve priority values and attitudes, we have developed a school-based values education framework. Furthermore, we implement National Education and National Security Education to nurture students' positive values and attitudes, cultivating them into committed citizens for both society and the nation.</p> </div> |
| <div> <p><b>Student Support</b></p> <p><b>Whole School Approach to Catering for Learner Diversity:</b><br/>A Student Support Team is formed for early diagnosis and intervention in students' learning difficulties. Relevant and immediate support is given to selected students in a timely manner. We also run a scheme known as "I Do My Best". This program consists of school-based speech therapy, creative workshops for the gifted, and peer tutoring to cater for individual differences.</p> <p><b>Whole School Approach to Integrated Education:</b><br/>Our school aims to provide a regime that offers an optimal learning environment for students with special educational needs. It includes level-appropriate modifications in learning content and homework assignments, a school-based Educational Psychologist and a school-based Speech Therapist who comes on a regular basis.</p> <p><b>Curriculum Tailoring and Adaptation:</b><br/>Intensive and remedial classes are tailor-made to cater for learning diversity. Within the regular curriculum, there are tiered assignment to assist students with vary abilities in their development.</p> </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <div> <p><b>Home-School Co-operation and School Ethos</b></p> <p><b>Home-School Co-operation:</b><br/>In order to strengthen the concept of home-school cooperation, seminars, workshops and gatherings are held on a regular basis. Our school also invites parents to be storytellers and volunteers for our students. The school has a parent school to provide parents with systematic training.</p> <p><b>School Ethos:</b><br/>1. Our school maintains an unpretentious school ethos and places significant emphasis on character education. We adopt a whole-school approach that integrates Spiritual, Discipline, and Guidance (SDG) services to encourage positive student behavior and manifest the spirit of our school motto, "The Light of Christ."<br/>2. The "One Student, One Post Scheme" aims to strengthen students' sense of responsibility. Furthermore, the school provides systematic training (integrated with spiritual education) to empower students to demonstrate leadership qualities and a spirit of service towards others.</p> </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <div> <p><b>Future Development</b></p> <p><b>School Development Plan:</b><br/>1. The education of the NSE, character strengths and Catholic core values (Truth, Justice, Love, Life and Family) in our school will remain of key importance. CYC will continue to cultivate students' character in a positive manner with the school's motto "Christ Our Light" as the primary focus. 2. We actively promote digital education and leverage artificial intelligence to foster students' self-directed learning abilities and enhance their digital literacy. 3. Through transdisciplinary learning activities and reading programs, we cultivate students' lifelong learning abilities and attitudes. 4. We continuously promote differentiated instruction to cater to the diverse learning needs of our students. 5. We strengthen gifted education and provide a wide range of life-wide learning activities to empower students to unleash their full potential.</p> <p><b>Teacher Professional Training &amp; Development:</b><br/>1. All teachers participate in no less than 150 hours of Continuing Professional Development (CPD) activities within a three-year cycle, including seminars, workshops, collaborative lesson preparation, peer lesson observations, and post-lesson evaluations. Furthermore, teachers are encouraged to join projects organized by the Education Bureau, tertiary institutions, or other external organizations to strengthen their professional competence and enhance teaching and learning effectiveness. 2. We encourage and arrange for teachers to participate in diversified professional development activities to broaden their professional horizons. 3. Through the induction program for new teachers, peer lesson observations, and open lessons, we promote teachers' professional development to align with the learning and developmental needs of our students.</p> </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <div> <p><b>Others</b></p> <p>1. We offer The Sir Cheng Wing Kwun Memorial Scholarship for those who have outstanding performance in academic accomplishments, services, music, sports and visual arts.<br/>2. We organize Sister School Exchange Programs and other overseas exchange activities to broaden students' learning experiences.<br/>3. Our students have consistently achieved outstanding results in the Hong Kong Schools Speech Festival, the Hong Kong Schools Music Festival, and various other competitions, winning numerous awards in areas such as athletics, swimming, volleyball, basketball, and coding design.<br/>4. Through collaboration with external organizations, we cultivate precious species in the campus eco-garden to broaden students' horizons and build their diverse knowledge and skills. This initiative also integrates religious and life education, teaching students to be grateful for and cherish God's creation.</p> </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |