



聖公會何澤芸小學 S.K.H. Ho Chak Wan Primary School

☎ Cheung Hang Estate, Tsing Yi, N.T.

☎ 24322789

☎ 24327177

✉ info@skhwcwps.edu.hk

🌐 http://www.skhwcw.edu.hk

66

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. So Kai Ming	Miss Cheung Lok Pui, Ami	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	1993	Chinese	School Bus	About 7000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
-			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Pledged School	

2026/2027 Annual School Charges

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

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	4	1	1	Scenery complementary lights, Open Piazza, 'Fishers of Fish & Fishers of Men' fish pond, World Cultural Square etc.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Multiple Intelligences & Giftedness Room, Chapel, GS & STEM Room, Student Activity Centre, Visual Art Room, English Reading Room, Computer Room / Multi-Media Learning Centre, Multi-purpose Room, Campus TV, ChakWarderland etc.				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				56	Total number of teachers in the school		60
Qualifications and professional training (%)				Years of Experience (%)			
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above	
100%	100%	42%	73%	15%	32%	53%	

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	5	5	5	5	5	30
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	5	5	5	5	5	30
Mode of teaching at different levels	Small-class teaching is employed. A native English teacher helps collaborate with local English teachers to carry out group activities to enhance students' self-confidence.						
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	Besides summative assessment, school employs formative assessment to enhance students' learning autonomy / effectiveness. Assessment in Chinese, English and Putonghua languages cover reading, writing, listening and speaking aspects. Assessment in subjects (eg.GS)includes scientific inquiry and projects. Assessment in Music and Information Technology touches both knowledge and skill dimensions.						
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 and P.2 students are divided into 5 classes evenly.						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	11	30 mins	8:05 AM	3:15 PM	12:25 PM - 1:15 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	School actively promotes a healthy life culture by means of planning / executing sports health policies and healthy eating policies, soliciting food surveillance system and participating in School 'NutriAgent' Project and School Accreditation Scheme organized by the Health Department.		Students can maximize learning by joining a variety of activities during post-lunch recesses. Multi-dimensional Learning Programmes are scheduled every week afternoon to allow more cross-subject/ cross-level activities to widen students' horizons and learning arena. Activities enriching formal curriculum or integrating subjects are also organized. ECA are carried out every Friday.		

Life-wide Learning

There is a lesson weekly for teachers to carry out more than 30 ECA. There are numerous post-school interest classes covering dancing, musical instruments, visual art, ball games, Cambridge English and so on. Students are invited regularly by various schools and organizations to perform and join in competitions with excellent achievements. School also actively promotes gifted education at all levels so as to explore and extend students' potentials to the most.

School Mission

In the spirit of the S.K.H. Primary School motto "Not to be served but to serve", it is our mission to provide an all-round education to nurture students to attain wellness in moral, intellectual, physical, inter-personal, aesthetic and spiritual development. We adopt the bible scripture "train up a child in the way he should go: and when he is old, he will not depart from it." (Proverbs 22:6) to be our mission in educating our children.

School Characteristics

School Management

School Management Organisation:

A hierarchy of working groups is established under IMC. They are led by principal and assisted by senior teachers covering the four domains including school management, teaching and learning, school ethos and support as well as students' achievements for the smooth running of school and implementation of school's concern work. Inside IMC there are different committees to help support school. There is also a consultative committee for managers and teacher representatives to communicate and discuss on issues of school's interests.

Incorporated Management Committee / School Management Committee / Management Committee:

1. Supervisor (Chairman of IMC)
2. Principal (Ex-Officio Manager)
3. Sponsoring Body Managers
4. Alternate Sponsoring Body Manager
5. Independent Manager
6. Teacher Manager
7. Alternate Teacher Manager
8. Parent Manager
9. Alternate Parent Manager
10. Alumni Manager

School Green Policy:

Energy Conservation: Use energy-saving electrical appliances, set up renewable energy generation system, establish a paperless school campus, build up and foster good habits in saving energy and natural resources.

Rubbish Reduction: Apply Green 4R Principles and Green Audit Policies.

Simple Lifestyle: Get closer to the nature, join picnics with zero pollution to the countryside, less materialistic and more wealthy in heart.

School's Major Concerns:

1. Strengthen values education and build a positive life.
2. Improve students' ability to learn and promote teaching effectiveness.
3. Cultivate students' diverse intelligence and promote physical and mental development.

Learning and Teaching Plan

Learning & Teaching Strategies:

Maximize students' participation in class and elicit students' high-order thinking through support with AI, multi-dimensional and interactive teaching methodology. Build up students' self-learning capabilities through project learning and online learning. Provide students with multi-dimensional learning activities so as to widen their horizons and allow them to obtain a broad and balanced learning experience.

Development of Major Renewed Emphases of the Primary Education Curriculum:

The major renewed emphases include: strengthening values education including life education, national education and national security education.

Development of Generic Skills:

The curriculum, teaching methodology and learning materials are set so as to cultivate students' generic skills like creativity, communication, problem-solving and critical thinking.

Cultivation of Proper Values, Attitudes and Behaviours:

Promote positive education and continue to nurture students' positive attitudes.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. Remedial classes that support learning are arranged for SEN students. School-based Educational Psychologist, School-based Speech Therapist, Student Guidance Teacher and Student Guidance Personnel can help cater for the diverse needs of students.
2. Competence-lifting and remedial courses are provided to cater for the different learning needs of students.

Whole School Approach to Integrated Education:

Students' diverse learning needs are well addressed through cooperative learning strategies, multi-sensory teaching activities and the use of differentiated questioning techniques. To further support students, a Student Support Team has been established in our school. This team provides a range of school-based services, including School-based Educational Psychology Service, Enhanced School-based Speech Therapy Service, pull-out teaching and individual learning plans. Additionally, homework and assessment accommodations are offered and outsourced after-school group services are available for students requiring further assistance.

Curriculum Tailoring and Adaptation:

1. Co-planning of teaching methodology and learning materials by teachers before lessons can help bridge learning diversity of students.
2. Curriculum integration and large-scale learning activities are organized.
3. Enrichment course in elite classes are available.
4. Pull-out classes in Chinese, English or Mathematics are arranged for students in need.

Home-School Co-operation and School Ethos

Home-School Co-operation:

School has Parent-teacher Association and Parents' Volunteers Team can help build up good partnership and relationship between teachers and parents.

School Ethos:

Based on God's teachings on love and concern, school promotes a harmonious and caring campus culture, leading students to walk on the right track with proper guidance from teachers.

Future Development

School Development Plan:

1. To integrate knowledge with action, sustain self-discipline and self-improvement.
2. To pursue knowledge eagerly and keep pace with the times.
3. To achieve diversified development and fully utilize students' strengths.

Teacher Professional Training & Development:

To construct a learning organization by taking school's development plans and teachers' professional development into consideration.

Others

Our school has participated 4Rs Mental Health Charter, "Fisher of Men" Little Koi Feeder Commendation Scheme, "Birthday for Everyone" Celebration Program and "Knowing More Books" Joyful Reading Bus.