



聖公會青衣主恩小學
S.K.H. Tsing Yi Chu Yan Primary School

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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Chow Siu Lui	Mr. Chan Yu 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					50%
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 School Council Limited	Not to be served but to serve.	2002	Chinese	School Bus	About 7300 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	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$20	\$350 (Printing and school equipment)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	4	1	1	Climbing Wall, Gardens & Plantations, Maths Corners, Reading Corners, Visual Arts Corners, Green Power and Energy Saving Facilities
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
There are 23 special rooms including School-TV Studio, Computer Room, Visual Arts Room, Science Room, Music Rooms, Dance Room, English Reading Room, STEM Activities Room, Counseling Room, Remedial Teaching Room.				Accessible lift, Accessible toilet, Tactile guide path and Accessible public information / service counter.

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

Number of teaching posts in the approved establishment				55	Total number of teachers in the school		58
Qualifications and professional training (%)				Years of Experience (%)			
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above	
100%	100%	34%	100%	-	12%	88%	

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	Using inquiry learning, cooperative learning and reading to drive writing learning, emphasizing the establishment of nine generic skills, self-learning skills and information literacy. There are two elite classes for Primary 3 to 6, one of which teaches Chinese subjects in Putonghua to enhance 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					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	Apart from summative assessments, diversified formative assessments are also introduced. We also encourage students to take part in the International Assessments For Schools, World Class Tests, SPC Junior Putonghua Assessment, GAPSK Putonghua Examination, Pearson English International Certificate and TOEFL Junior Test for Children to motivate their 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	From Primary 3 to 6, students are streamed into 2 elite classes and 3 normal classes according to their academic results, conduct and parents' inclination to cater for learner diversity.				

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	3:05 PM	12:40 PM - 1:40 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	We are promoting healthy eating habits, healthy activities, mental health and social well-being, such as the Healthy Life Pioneer scheme and the Whole School Health Programme which aims at fostering students to become kind-hearted, responsible and diligent individuals with positive attitude. Joining the School Sports Programme to promote sports and lifelong exercise habits.		Study tours are organized regularly to provide global insight to students and further their understanding of the community. Numerous interest classes and activities are organized on Thursdays, Fridays and Saturdays to widen students' intellectual capacities. The school campus is opened for students to take part in various diversified activities and services after school.		

Life-wide Learning

Twenty-nine service teams are organized, namely CYC, JPC, Cub Scouts, The Boys' Brigade Hong Kong, Flag-guard and different service leaders. Twenty-five school teams such as Ice Hockey, English Drama, Choral Speaking, Mathematics Olympiad, Debate Team, Lego Robots, Drone Racing, Flight Simulator, Brass Band, Percussion Band, School Choir, E-Band, String Group, Dancing, Swimming, Fencing, Gymnastics and some other major popular sports. Thirty-three extra-curricular activities such as Fellowship are organized to enrich students' learning experience.

School Mission

Since the motto of our school is "Not to be served but to serve.", we put great emphasis on the balanced development of students. Our mission is set to develop the full potential of our students, enlighten them with knowledge and skills, teach them the ability to think critically and independently, nurture in them a sense of social awareness and responsibility and equip them with various interpersonal skills.

School Characteristics

School Management

School Management Organisation:

The School Management Organization is formed by The Incorporated Management Committee, The School Administrative Meeting, The School General Meeting, various subject groups and functional groups.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee is formed by our School Supervisor, Sponsoring Body Managers, Independent Managers, Teacher Managers, Parent Managers, Alumni Manager and School Principal.

School Green Policy:

Our school environmental protection policies are enforced by:

1. Make good use of the resources, make a greener school, such as adopt green lighting system.
2. Incite students' creativity of recycling unwanted items.
3. Treasure the things we have and try to reuse them in different ways, such as install solar and wind power facilities.

School's Major Concerns:

1. Morality: Promotion of courtesy and the adherence to rules, as well as the willingness to serve the others as a member of the school.
2. Academic: Fostering students' initiatives and motivating them to be innovative learners that are eager to make improvements in life.
3. Activities: Provision of various opportunities to develop students' potential to the full.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Encouraging students' creativity and problem-solving skills with a view to enhancing their motivations towards explorations of new knowledge to equip them as self-learners in life.
2. Valuing the importance of catering to students' learning diversity on a par with developing strategies for gifted education.
3. Organizing interactive learning among peers while implementing cooperative learning in classroom, and the "Big-Brother-and-Big-Sister Scheme" to let the senior students help the juniors to learn better.
4. Reorganization of the contents of various subjects, particularly Chinese, English, Mathematics and General Studies around common themes, and the introduction of interdisciplinary collaborative learning.
5. To promote e-Learning and enhance learning and teaching effectiveness.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Promote national education, national security education and positive values education with a comprehensive learning model.
2. Through preview and extended learning, make good use of learning time to create space and promote balanced development.
3. Through life-wide learning, overseas travel and service learning to enrich life-wide learning experience and promote whole-person development.
4. Through formal, top-notch and gifted courses, stratified and cooperative learning strategies are used to strengthen the consideration of student diversity.
5. Implement "Innovation and Creativity" STEM programming classroom project to cultivate students' information literacy.
6. Strengthen cross-curricular learning and reading through STEAM education theme study plan, and develop lifelong learning capabilities.
7. Assessment of Learning, Assessment for learning and Assessment as learning, cooperate with multiple assessments to improve assessment literacy.

Development of Generic Skills:

To serve and learn is our priority concerns. Enhancing pupils' generic skills and self-learning skills through projects, online learning, field trips and various learning activities.

Cultivation of Proper Values, Attitudes and Behaviours:

To reinforce the Moral and Civic Education by implementing Values Education lessons, Healthy Junior Pioneer Award Scheme and Positive Life Growth Program to develop students with positive values and attitudes.

Student Support

Whole School Approach to Catering for Learner Diversity:

Co-operative learning is implemented for the whole school. Remedial teaching groups and individualized learning instructions are provided to cater for individual diversity.

Whole School Approach to Integrated Education:

A Student Support Team is formed by our Special Educational Needs Co-ordinator, School-based Educational Psychologist, School-based Speech Therapist and our School Social Workers, together with all of our teaching staff to help students with SEN. Remedial Teaching Programme in Primary Schools is introduced to Primary 2 to Primary 4 students with special educational needs in Chinese Language, English Language and Mathematics. Various school based learning groups or supporting groups are provided Chinese, English and Mathematics pull-out learning and collaborative teaching for students with SEN, and practice the teaching concept of early identification and early 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; 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:

Introducing the Three-tier Implementation Model for Gifted Education to suit the different needs of students. An intervention programme and an enrichment programme which include remedial classes on major subjects and supporting students in homework, after-school learning support services, enrichment classes for Mathematics elites, computer classes and enrichment classes for elites in arts and physical education are implemented after school. Besides, a tailor-made curriculum and examination adaptation are provided to cater for the different learning needs of students.

Home-School Co-operation and School Ethos

Home-School Co-operation:

To strengthen communication between teachers, students and parents by organizing PTA, Parents' Seminars by the Parents' Academy, Parents' Day, Game Parents Activities, Lunch Parents Plan, Fellowship and Picnics. Besides, parents are also encouraged to participate in different volunteer services and learning activities with their children.

School Ethos:

To nurture students' moral quality by providing them with opportunities to serve and to practise showing respect for others. To encourage students to learn enthusiastically and creatively.

Future Development

School Development Plan:

1. Deepen values education and improve the quality of life.
2. Promote curriculum innovation and improve teaching effectiveness.
3. Create learning experiences and develop diverse potential.

Teacher Professional Training & Development:

1. To implement strategies facilitating teacher individual professional development.
2. To organize co-planning meetings and lesson observations among teachers.
3. To organize professional teacher development days and school visits.
4. To organize school-based professional training run by subject specialists and scholars.
5. Participate in the school-based support services of the Education Bureau, to enhance our teachers' professional knowledge and ability by participating in different school development plans.

Others

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