聖公會主愛小學
S.K.H. Chu Oi 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. Kwok Chi Kay Peter	Ms. Poon Oi Ling Kitty	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.	1968	Chinese	Nanny van	About 6800 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
-	-	$50	Fees for specific purposes $470 (Employment of extra native English teachers and improvements to facilities)	- replacement of student card $25

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	1	1	1	Covered playground, basketball court and Parents Resource Room.

Special Room(s)	Facility(ies) for Supporting Students with Special Educational Needs
Student Activity Centre, Computer Assisted Learning Room, Campus TV Studio, Library, Art & Craft Room, English Room, Music Room, General Studies Room, Remedial Classrooms, National Security Innovation Park.	Ramp, 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	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
95%	100%	32%	39%	14%	22%	64%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	5	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	5	30

Mode of teaching at different levels	The school has organised remedial classes and adopted a New Funding Mode to implement integrated education. Through 'The Whole School Approach' support system, collaborative lesson planning and co-teaching to improve teaching and learning, and enhance the effectiveness of learning and support diverse needs towards holistic development of the 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	No
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 and summative assessments are included to have a comprehensive assessment of students' learning performance. Various assessments are set 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	Two classes from P.5-P.6 with better academic performance and mixed classes for the others to cater for individual differences.

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	3:10 PM	1:00 PM - 1:55 PM

Lunch arrangement	Healthy school life	Remarks
Provided by designated supplier and arranged by parents.	The school puts a lot of emphasis on the school environment and the physical and mental health of our students. We check the students' menu regularly and ensure our students to have a balanced diet. We even encourage our students to eat more fruit. Through morning assemblies, formal speeches and school competitions, we make students aware of their physical and mental health.	Please refer to our school website: www.chuoi.edu.hk The school provides different kinds of activities for students during recess and lunch time.

Life-wide Learning

Our school provides a diverse range of extra-curricular activities covering domains such as academic clubs, sports, arts, uniformed groups, community services and interest groups. Furthermore, we actively encourage students to participate in various external activities and competitions to broaden their horizons. Each department also organises an extensive array of annual activities including outdoor learning activities, visits, concerts, competitions, and performances. These initiatives are designed to enhance students' interest in learning and empower them to excel in their future roles within society.

School Mission

With the love of Jesus Christ spirit 'Not to be served, but to serve', we provide a holistic education to nurture our students to strive for prosperity of our country and to have a balanced development in various domains, namely, spiritual, moral, intellectual, physical, social and aesthetic growth.

School Characteristics

School Management

School Management Organisation:
Our school belongs to Anglican (Hong Kong) Primary Schools Council Limited. School policies are supervised by the School Management Committee. Our principal leads all administrative / subject groups to carry out the school plans and monitor the school development.

Incorporated Management Committee / School Management Committee / Management Committee:
The School Management Committee consists of professionals from all sectors, such as Sponsoring Body Manager, School Principal, Teacher Manager, Parent Manager, Alumni Manager and Independent Manager.

School Green Policy:
Love the Earth, treasure its resources. Through the curriculum and extra-curricular activities, the school raises the students' awareness on environmental protection by implementing Healthy School Scheme and other environmental protection schemes.

School's Major Concerns:
1. Enhance learning and teaching efficacy through diverse learning experiences.
2. Put positive values into practice.

Learning and Teaching Plan

Learning & Teaching Strategies:
School-based curriculum for different KLAs are designed and implemented. Different teaching and learning strategies are adopted to cater for students' needs and interests. Furthermore, various activities including 'inquiry-based activities', 'life-wide learning' and 'project learning' not only enrich students' learning experience, but also enlighten their curiosity, creativity and generic skills. Different questioning techniques, interactive learning and assessment for learning are used to enhance students' high order thinking skills.

Development of Major Renewed Emphases of the Primary Education Curriculum:
The school focuses on the seven learning goals of the primary school curriculum renewal, developing a school-based curriculum according to the central curriculum framework. We aim to optimise the overall school curriculum by emphasising the importance of nurturing national identity, values education, positive values and attitudes, knowledge across learning areas, language proficiency, generic skills, reading and digital literacy and a healthy lifestyle, thereby assisting students in achieving the seven updated learning goals.

Development of Generic Skills:
To develop students' generic skills through learning and teaching in all key learning areas.

Cultivation of Proper Values, Attitudes and Behaviours:
A harmonious relationship among teachers and students is developed through positive seminars and classroom management such as classroom layout, morning assemblies and class slogan. Additionally, the Moral Civic and National Education Team and the Student Guidance and Discipline Team coordinate closely to encourage teachers and parents to gain more insight into positive education.

Student Support

Whole School Approach to Catering for Learner Diversity:
The school adopts the whole school approach and provides educational support services, little teacher programmes, remedial classes, after-school language supporting classes and training groups to cater the needs of different students. Gifted education curriculum and intensive remedial classes are included to support the students.

Whole School Approach to Integrated Education:
Our school adheres to the core philosophy of "Teaching according to individual needs and abilities , holistic development," providing systematic support for students with Special Educational Needs (SEN). The school has established a "Student Support Team" that combines the efforts of School Based Educational Psychologist, School Based Speech Therapists and SEN coordinator. They regularly assess student needs and develop Individualized Education Plans (IEPs), designing multisensory teaching strategies to address issues such as dyslexia and attention deficits. The curriculum incorporates assistive technology to enhance learning effectiveness. Teachers receive training in SEN and employ differentiated teaching strategies and diverse assessment methods. There is strong collaboration between the school and families, with workshops and consultations to address students' growth 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; and organising activities to create an inclusive learning environment in the school.

Curriculum Tailoring and Adaptation:
Assessment, dictation and homework are adapted and after-school pull-out programmes are organized to cater the needs of students. Gifted education programmes are organised to cater for learner diversity.

Home-School Co-operation and School Ethos

Home-School Co-operation:
Home-school communication is strengthened through PTA and different activities such as parents' talks, sharing, parents' workshops and family picnics. Also, parent volunteers take part in various activities such as story-telling, extra-curricular activities and joint functions to support the school.

School Ethos:
Good cooperation between Guidance Team and Discipline Team fosters the ethos of simplicity. Students are well-behaved, respect teachers and love the school. Parent-child workshops and support teams are organized to improve students' behaviour. The school implements "Understanding the Adolescent Project" and joint-school "Life, Spirituality and Values Education" program to establish positive thinking among students, teachers and parents and a happy lifestyle.

Future Development

School Development Plan:
Enhance learning and teaching efficacy through diverse learning experiences:
1. Optimise school-based curriculum continuously to promote students' creativity, expression ability and communication ability.
2. Enrich learning experiences through cross-curricular diverse learning to promote students' creativity and collaborative ability.
3. Optimise the design and application of assessment strategies to provide feedback for students' improvement.

Put positive values into practice:
1. Cultivate students' positive values and build up a 'STRONG' positive life style.
2. Enhance students' sense of national identity.
3. Enhance teachers' and parents' application of positive education.

Teacher Professional Training & Development:
Enhancing teachers' professional development by collaborative lesson planning, peer lesson observation, school-based staff development workshops, EDB school-based support services or support services organised by other organisations and inter-school collaboration project.

Others

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