



亞斯理衛理小學 Asbury Methodist 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. Chan Ka Lai	Mr. Wong Wai Hang	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					47%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Methodist Church HK	To understand and stand up for the truth.	1961	Chinese	School Bus	About 1656 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	\$400	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
23	3	1	1	Every classroom is equipped with a computer, interactive whiteboard, infrared audio system and a visualiser.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Hall, Climbing wall, Community Cinema, Campus TV, IT Room, English Room, Mathematics Room, Music Room, VA Room, Dancing Room, Religion Room, Science Room, Student Life Education Room, Parent Resource Centre, Tuck-shop.				Ramp, Accessible lift, Accessible toilet 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				37		Total number of teachers in the school		45	
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%	29%		76%	60%		25%		15%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	2	2	3	3	4	4	18
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	2	2	2	3	3	4	16
Mode of teaching at different levels	1. Small class teaching is implemented in P.1-P.6. 2. Conduct enhancement and intervention classes to cater for learners' diversity. 3. The implementation of Bring Your Own Device (BYOD) e-learning in senior grades.							
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
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Diversified Assessment for Learning	Different modes of assessments are used, such as life skills evaluation, experimental evaluation, project-based learning, practical evaluation, formative assessment and summative assessment.				
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	Ability groupings.				

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	8:05 AM	3:30 PM	12:45 PM - 1:50 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and students can bring their own lunch.	A morning assembly (flag-raising ceremony), a reading corner, and morning exercises. Students can participate in activities such as rock climbing, juggling, basketball, and jogging during the long break. Additionally, there will be campus greening initiatives, such as a herbal garden corner.		The Computer room and the library are opened to students during lunch time and after school. We also have broadcasting session at lunch time.		

Life-wide Learning

Extra-curricular activities are held on Fridays, such as Campus TV Station, Chill Zone, Life Adventure Opportunity Hub, Voice of the Children, Fun Cricket. Over 30 academic and non-academic activities are organised for students to join after school, such as percussion team, athlete team, marathon training, jazz dancing, lion dance, English Ambassadors, drone programming, art class and uniform groups.

School Mission

Develop whole-person education based on Christian principles, Nurture wholesome life through preaching of the gospel.

School Characteristics

School Management

School Management Organisation:

The School Board of Directors is composed of the Parent-Teacher Association, the Administration Committee, the Panel Committee and the Functional Constituency to enable managing the School in a collective and accountable way.

Incorporated Management Committee / School Management Committee / Management Committee:

The School Management Committee is comprised of professionals from different sectors, representatives of the organization body, teachers, parents and former students. There are Administration Committee and other Panel Committees to lead the development of the school.

School Green Policy:

We offer various learning opportunities to teach students to conserve natural resources.

School's Major Concerns:

1. Make effective use of learning time to enhance students' independent learning and improve their learning effectiveness.
2. Continue to promote life education to cultivate a positive and proactive value system among students.

Learning and Teaching Plan

Learning & Teaching Strategies:

In addition to curriculum-based education, the school also promotes diverse learning experience activities. Students engage in experiential education (such as Learning By Doing integrated courses and managing a snack bar), comprehensive learning (including life skills, team training camps, overseas excursions, and community visits/services), thematic exploration (covering science and technology, as well as traditional Chinese culture), various types of artistic performances and competitions both inside and outside the school, religious education, and moral education. These initiatives help students accumulate learning experiences and develop multiple intelligences.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Our school places a strong emphasis on cultivating students' positive values and attitudes. Through various learning activities such as regular morning assemblies, flag raising ceremonies, integrated growth program, and positive education week, we actively nourish students' correct values and attitudes.

We utilize our learning time effectively to create space for diverse learning experiences and activities during lunch breaks. This helps students in exploring different interests beyond academic while promoting physical and mental development.

In addition, by connecting different learning areas organically, we provide students with a comprehensive environment that fosters holistic development.

To cater students' learning diversity, we adopt a wide range of teaching strategies to enhance their participation.

Development of Generic Skills:

Enhancing pupils' generic skills by doing projects, small class learning, field trips and various learning activities, like Project Week, Chinese Cultural Day and other extra-curricular activities.

Cultivation of Proper Values, Attitudes and Behaviours:

We believe every student has their uniqueness and strengths in learning, personality and skills. Each of them is special and able to learn. Our school takes a holistic approach in driving positive education, including formal and hidden curriculum, themed activities, school culture and education policy. We encourage our students to explore, develop and build their strengths. We focus on individual and collective improvement, to develop a Growth Mindset. "Be the BEST of US · be the BEST of ME".

Student Support

Whole School Approach to Catering for Learner Diversity:

Our school adopts small class teaching and through classroom teaching enhancement, cooperative learning, designing graded activities, and other strategies to cater for students' learning diversity. The school provides various after-school programmes such as subject-based learning classes, gifted programmes, remedial classes, and homework tutorials. For Primary 1 to 6, our NET teacher and ELTA teaches English phonics skills to improve our students' pronunciation and speaking skills. For Primary 6, the NET teacher conducts interview skills training to prepare our students for the secondary school entrance interviews.

Whole School Approach to Integrated Education:

Our school adopts the whole school approach to integrate students with different abilities and needs. The school provides graded support to assist our students in learning. The Student Support Team members includes SENCO, school-based Educational Psychologist, school-based Speech Therapist, guidance personnel, and Special Educational Needs Support Teachers (SENSTs). Our school utilises EDB funding and other resources to hire classroom learning assistants, and to offer courses such as 'social interaction and emotion regulation course', 'attention training course', 'Chinese reading and writing course' and 'Parent-child rock climbing Experience' and to cater for our students' 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; organising activities to create an inclusive learning environment in the school; and hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents of NCS students. The school offers after-school Chinese lessons and homework classes for non-Chinese speaking students. Accommodations in assessments and homework are also provided.

Curriculum Tailoring and Adaptation:

Through regular co-plan sessions amongst teachers, the school provides curriculum adaptation and enhancement. Accommodations in assessments and homework are also provided to students with special educational needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The School regards parents as close partners. Apart from holding regular parent meetings, the Parent-Teacher Association was set up to be the bridge between parents and school to help develop our school. Two parent representatives are elected to join the School Management Committee as parent manager and alternate parent manager.

School Ethos:

Our School emphasizes the cultivation of a harmonious teacher-students relationship and the enhancement of students' sense of belonging to the school. Teachers have established a close rapport with students. They put emphases on their professional growth, too. In all, students are kind, polite, willing to help and responsible.

Future Development

School Development Plan:

Based on the principle that "love should come in time, love should be visible, and love should be put into action":

1. Strengthen the connection between the updates of various courses to optimize the overall curriculum planning.
2. Optimize classroom teaching strategies to promote interdisciplinary learning and reading, fostering students' ability for self-directed learning.
3. Promote student reading to enhance their interest in reading and create a reading atmosphere on campus.
4. Enhance professional training for teachers to promote their professional development and improve their teaching capabilities.
5. Promote values education to cultivate positive and active values and attitudes in students.
6. Establish a compassionate and positive campus culture to nurture students' spirit of serving others and develop young servant leaders.
7. Focus on students' mental health, creating an inclusive, supportive, and respectful school environment to enhance the sense of achievement and happiness among teachers and students.

Teacher Professional Training & Development:

We organize a series of professional workshops or seminars run by subject specialists and external organization in order to improve the effectiveness and efficiency of teaching and learning.

Others

1. Set up homework guidance section in the schedule (every Monday, Tuesday and Thursday). Therefore, students can finish the homework of the day.
2. Providing "class management lesson" to foster the relationship between teachers and students through sharing and various learning experience.
3. Set up "multi-intelligence" section every Friday during the self-study section. Students have a chance to join different extra-curricular activities to widen their vision.
4. Promote Positive Education, Promotes students to adopt positive behaviors in facing challenges and difficulties, fostering resilience.