



中華基督教會全完第二小學
C.C.C. Chuen Yuen Second 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
Dr. Lo Hau Man	Principal Tse Ka Ying Karen	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
The Hong Kong Council of The Church of Christ in China	Simple and disciplined, Love Lord Love Others	1958	Chinese	School Bus	About 2610 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
CCC Chuen Yuen College			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
-	-	\$50	-	School Development Fund \$300

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
18	2	1	2	Talent Terrace, Religious mural paintings, Multi-purpose activity room and Rooftop basketball court also for the practice of baseball.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Special rooms include: Visual Art Room, English Library, General Studies cum STEAM Learning Centre, Computer Room, Music Room, Small Class Teaching Classrooms and Campus TV Station.				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				37		Total number of teachers in the school		38	
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%	44%		68%	13%		26%		61%

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	3	3	3	3	3	18
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	3	3	3	3	3	18
Mode of teaching at different levels	1. Refine the medium of instruction (MOI) of Chinese Language to enhance students' learning capacity in communicating meaningfully across various linguistic contexts. 2. Conduct enhancement and intervention classes to cater for learners' diversity. 3. Implement small class teaching in the 2022/23 school year.						
Remarks	To provide students with a rich language learning environment, the two Native English Speaking Teachers (NETs) have weekly reading lessons in the English library. During recess, various reading activities are conducted, allowing students to enjoy the pleasure of reading and learning English.						

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	Other than the summative assessments, there are also formative assessments in various dimensions conducted to assess our students' abilities throughout the year, consisting of self-evaluation, peer evaluation, parent recognition and other modes of assessments in all subjects concerned. For P.1-2 Science subject, no summative assessments are conducted.						
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	Implement the class streaming policy to cater for individual needs and enhance learning and teaching capacities.						

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	30 mins	8:00 AM	Please see Remarks	12:10 PM - 1:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Varied campaigns and activities: 'Eat Smart School Accreditation Scheme', 'Joyful Fruit Month', 'SportACT Award Scheme', 'Active Students, Active People' Campaign and morning exercise are launched and implemented to promote healthy living among students. We also joined the Hi-five Student Engagement Award Scheme and held the 'Positive Education Week', so as to reinforce students' engagement.		School dismissal time is 3:20pm on Mondays, Tuesday, Thursdays and Fridays. Students leave school at 2:10pm on Wednesdays. Students have 60-minute recess time in total every school day.		

Chinese Orchestra, Cantonese Opera, Prayer Group, Multiple Intelligence Activities, Visual Art Class, Sand Painting Class, Cub Scout, Choral and Solo Verse Speaking, English Drama, Athletics Teams, Baseball Team, Basketball Team, Football Team, Table-tennis Team, K-pop Dance Team, Modern Dance Team, Math Olympiad, Creative English Phonics and Writing Class, Various Coding Courses, Drone Control and Coding Training, Junior Police Call and many more.

School Mission

In light of the mission of our School Sponsoring Body, we aim at helping our students achieve a balanced development physically, mentally and spiritually. We pledge to build a caring learning environment for our students to learn from the Lord, to develop self-autonomy and to maximize their potentials.

School Characteristics

School Management
School Management Organisation: The School Administration Panel is responsible for the execution of the school management. The Administrative Core Committee is set up to plan ahead and monitor school affairs. The school also adopts a self-evaluation approach upon school issues to enable a sustainable development of the school in various aspects.
Incorporated Management Committee / School Management Committee / Management Committee: IMC was established on 1st September, 2011.
School Green Policy: Regular green and recycling activities are conducted.
School's Major Concerns: 1. Promote Values Education, flourish CY2ers' physical, mental and spiritual attributes 2. Foster students' potentials through promoting diversified learning
Learning and Teaching Plan
Learning & Teaching Strategies: To cater for the needs of students, diversified learning and teaching strategies and conducive pedagogical methodologies are adopted. Furthermore, innovative learning modes are demonstrated such as the implementation of Information Technology, e-learning programmes, values education, life-wide learning and STEAM projects so that learning and teaching effectiveness can be enhanced.
Development of Major Renewed Emphases of the Primary Education Curriculum: To reinforce the practice of Value Education, the school integrates Positive Education and Values Education into the curriculum of different subjects. To promote National Security Education and National Education, regular school activities such as National Security Education Day and Constitution Day are held to enhance students' understanding of our country. In view of the school's major concerns, the school adopts the "Three-tier Implementation Model" for STEAM education to cultivate students' generic skills, including problem solving skills and creativity. Various activities are conducted for different levels. For level one (school-based whole-class teaching), STEAM project-based learning activities and upper primary STEAM activities are conducted; for level two (school-based pull-out programmes), professional organizations are invited to organize extracurricular activities in school; for level three (off-school support), students participate in external competitions.
Development of Generic Skills: Higher order thinking skills are immersed into daily teaching of various disciplines. Life education is promoted to develop students' generic skills.
Cultivation of Proper Values, Attitudes and Behaviours: The 'Positive Education Week', the 'CSFBI Campaign' and the 'P.1 Fairy Tale Carnival' have been conducted since the school year 2018/19, 2019/20 and 2020/21 respectively to promote life education through engaging students in positive life experience related activities. Our Principal and teachers dressed themselves up as beloved characters in renowned fairy tales to motivate students' participation and at the same time create a stronger teacher-student interaction. From 2024 onwards, mental activities aligned with the 4Rs are promoted to support students' overall well-being.
Student Support
Whole School Approach to Catering for Learner Diversity: There are remedial and intervention classes to embrace learner diversity. In addition, a strong interface has been built to promote a smoother transition between different key stages, from kindergarten, primary school to secondary school. Mock interviews, class visits and open classrooms are organized wherein students can learn to adapt to the changes in school environment.
Whole School Approach to Integrated Education: We have a professional team of experts to support students of various needs, including school-based educational psychologists, school-based speech therapists, the Special Educational Needs Co-coordinator (SENCO), play therapists, school social workers and Special Educational Needs Support Teachers (SENSTs). Through regular meetings and professional dialogues, our professional team diagnose and analyse students' needs and interests in order to put forward the most suitable and conducive supports and remedial strategies. For less-able students, a variety of programmes such as school-based speech therapy, play therapy, sensory integration training, attention-training group, social skills group and after-school remedial classes are employed to support students with special educational needs (SEN).
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: Tailor-made school-based curriculum is devised to cater for learner diversity through adaptation of effective curriculum planning and diversified assessment modes to accommodate individuals with different learning needs and styles.
Home-School Co-operation and School Ethos
Home-School Co-operation: Our school has also established 'Rainbow Studio', which is formed by a group of parents who value cultivating children's reading habits. They have worked alongside the school to organize a variety of exciting and interesting parent-child reading activities. These activities create a shared reading space for parents and children and allow them to enjoy the pleasure of reading together.
School Ethos: Our school motto 'Simple and Disciplined, Love Lord Love Others' is rightly signified by the various activities organized to promote civic and moral education. Our school aims to promote religious education to flourish students' and teachers' physical, mental and spiritual development.
Future Development
School Development Plan: Three Year School Development Major Concerns (2024-2027): 1. Promote Values Education, flourish CY2ers' physical, mental and spiritual attributes. 2. Promote students' diverse learning through enhancing teaching and learning efficiency.
Teacher Professional Training & Development: A learning community is established across subjects to enhance teaching professionalism through collaborative lesson planning sessions and professional dialogues within and outside schools. The key focuses of professional development fall on national security education, values education, STEAM education, professional development workshops are held among teachers echoing the school major concerns on regular basis.
Others
To ensure an all-rounded student development, we organize holistic and diversified learning activities throughout the whole year. There are STEAM project-based learning, academic workshops, inter-school seminars, library / museum visits and experiential learning to promote life-wide and positive values education, whereupon the understanding of positive values and attitudes from multiple perspectives are deepened. Furthermore, with active participation in inter-school and open competitions in varied disciplines, students' horizons is broadened in addition to an assimilation of new concepts and knowledge. The school has established the alumni association since 2004 and has gathered alumnus to provide various resources to sustain students' development.