



郭怡雅神父紀念學校 Fr. Cucchiara Memorial School

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40

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Rev. Lam Cho Ming	Mr. Choi Wai Kit	Established	Aided Whole Day	Co-ed	Catholicism
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					72%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Catholic Diocese of Hong Kong	Serving with Joy	1977	Chinese (incl.: Putonghua) and English	School Bus; Nanny van	About 6500 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-				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	\$400	Student Card \$40

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	Interactive touch panels, computers and document cameras are provided in every classroom.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
English Language Room, Science Room, Digital Art Room, Music Room, Chinese Culture Room, Small Class Teaching Room, IRTF Room, Student Activity Centre, Multipurpose Activity Room and Prayer Room.				Ramp, Accessible lift, Accessible toilet and Tactile guide path plan.

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

Number of teaching posts in the approved establishment				31		Total number of teachers in the school		32			
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%		93%		6%		36%		58%	

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	4	1	2	2	3	3	15
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	4	4	1	2	2	3	16
Mode of teaching at different levels	Small class teaching is implemented from Primary 1 to Primary 6.							
Remarks	-							

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		0	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	The school uses diversified assessment methods aligned with teaching objectives and provides timely, effective feedback. Assessment covers students' knowledge, attitudes, and skills. From Primary 1 to Primary 2, there are no examinations or tests during the academic year; progress is monitored through a range of assessment methods.						
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	Students are streamed according to their learning abilities from Primary 4. Remedial teaching is provided for those Primary 4- Primary 6 students with learning difficulties						

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	8:10 AM	3:25 PM	12:40 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	We promote a balanced diet, good reading and sports habits so as to develop the healthy growth of students' "body, mind and soul". Physical Fitness and Sport Act Programs of the Education Bureau are joined to cultivate students' habit of doing sports. Fun Plaza is set during breaks to allow students' activities such as skipping, hula hoop, basketball, table tennis and shuttlecock.		Our school nurtures positive values through morning assemblies, ethics classes and moral education. Programs like the "Monthly Birthday Celebrants", "Smile Campaign" promote a caring culture, while elderly home visits, volunteer services and environmental activities build social responsibility. Through STREAM WEEK, ENGLISH READING DAY and life-wide learning foster scientific inquiry, English proficiency and holistic growth.		

Life-wide Learning

There are extra-curricular activities providing our students with an all-round education and the development of multi-intelligence, e.g. ENG KOL, ENG Puppetry, Dancing, Drama, Handbells, Violin, Vocal music, Embroidery, Shuttlecock Training, Cub Scout, Brownies, Young Pioneer of Christ, Athletics, Badminton, Basketball, Football etc. In addition, there are Mathematical Olympiad, Visual arts and STREAM Elite Training Classes.

School Mission

The vision of our school is to embrace the core values of Catholic education. Our school motto is "Serving with Joy". In a loving environment, we cultivate our students to grow holistically so that they will become responsible, charitable and caring citizens.

School Characteristics

School Management

School Management Organisation:

Catholic Diocese of Hong Kong Catholic Education Office, IMC, the Supervisor, the Principal and different administrative committees.

Incorporated Management Committee / School Management Committee / Management Committee:

The members of IMC include School Sponsoring Body Managers, the Principal, Teacher Manager, Parent Manager, Alumni Manager and Independent Manager.

School Green Policy:

Our school integrates environmental knowledge into all subjects, with a commitment to systematically promoting environmental education across the curriculum. Through lesson examples, project-based studies, and cross-subject activities, students are encouraged to understand and practice the principles of waste reduction, energy conservation, and resource appreciation in diverse learning contexts. At the same time, the school implements greening and energy-saving measures to cultivate a sustainable campus culture, nurturing students to become environmentally conscious citizens with a strong sense of social responsibility.

School's Major Concerns:

Major Concern 1:

Stimulate students' intrinsic learning motivation and cultivate their abilities for independent learning.

Major Concern 2:

Foster FCMS Kids' core values, equipping students to become 21st-century citizens.

Learning and Teaching Plan

Learning & Teaching Strategies:

Through a series of school-wide activities, the school cultivates good moral character and correct values in accordance with the five core values of Catholicism. The school promotes a school-based curriculum in all subjects, emphasizing learning by doing to cater for different learning needs and to develop students' self-learning and higher-order thinking skills. The school aims to provide a language-rich environment and enhances students' creative problem solving and collaboration skills through e-learning.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. To develop students' self-learning ability and make good use of learning time through student-centered approach.
2. To develop school-based Values education programme and enhance students' national identity.
3. To develop STREAM interdisciplinary theme curriculum to enhance students' higher level thinking skills.
4. To optimize the Chinese and English Mathematics and Afternoon Curriculum to learn through doing.
5. To strengthen the media and information literacy curriculum.
6. To implement a school-based curriculum which emphasizes on holistic health - concerning body, mind, and soul.

Development of Generic Skills:

The curriculum of each KLA is infused with the development of generic skills, and through scientific inquiry and STREAM activities, students' spirit of inquiry is cultivated, and students' creativity and problem-solving skills are enhanced; through multiple intelligences activities and school-developed classroom activities, students' communication and assistance skills are cultivated; through the concept of positive education, the Positive Education Award Program and the Talent Show, students' self-confidence, affirmation, and self-esteem are built. Through the Positive Education Award Program and the Talent Show to build students' self-confidence, self-confirmation and pursuit of excellence.

Cultivation of Proper Values, Attitudes and Behaviours:

Through the implementation of a positive education curriculum and a nurturing school environment, the school promotes the five core values of Catholic education and its motto, "Serve the Lord with Joy." The curriculum focuses on cultivating students' positive thinking and building a caring school culture grounded in empathy and respect for others, enabling students to face difficulties and challenges with a positive attitude. Students are also guided to recognise their own character strengths, fostering greater self-identity and self-appreciation, and developing confident and positive values.

Student Support

Whole School Approach to Catering for Learner Diversity:

Gifted students are provided with an internal pull-out program and recommended to participate in the Gifted Academy and University Gifted Program.

There are school-based educational psychologists and school-based speech therapists providing professional assessment and treatment services. There are pull-out study group, reading and writing skills enhanced group, attention, emotional and interpersonal group etc to support the SEN students. Homework and assessments will also be adapted for them. The after school tutorial classes are provided for those students with family financial difficulties or special family situation to relieve pressure.

Whole School Approach to Integrated Education:

The school implements Whole School Approach to Integrated Education. Through the establishment of a Student Support Team, various plans and coordination mechanisms have been set up to provide different support services and activities for students in need.

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. Arrange pull-out Chinese language support for less able Non-Chinese speaking students. After-school Chinese classes are provided for non-Chinese speaking students to improve their reading and writing skills.

Curriculum Tailoring and Adaptation:

Each subject group conducts different programs, including English PLPRW and Keys2 programs, and provides school-based curriculum for different subjects, including Chinese picture book teaching, literary language learning, and mathematics problem solving, etc. The STREAM curriculum is implemented in a cross-curricular manner. We use e-learning platforms and flipped classrooms to improve students' self-learning skills. AQP data is used to analyze school papers for "assessment for learning". In order to cater for diverse learning needs of the students, small group teaching is to be conducted in levels of P.5 and P.6 (Chinese, mathematics and English). After-school remedial classes provide extra support for the less-able students among all grade levels.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The school and the Parent-teacher Association work in close cooperation to organize a range of parent lectures and parent-child activities, and regularly holds parent days and symposiums to exchange ideas on raising children.

School Ethos:

The school upholds a sincere and wholesome school spirit, with an emphasis on moral development and the promotion of an inclusive, loving school culture. Various student service roles and uniformed groups have been established to nurture students' willingness to serve others. Father Cucchiara's spirit serves as the guiding ideal for student development: being friendly and amiable, caring for others, conducting oneself with propriety, and learning flexibly.

Future Development

School Development Plan:

1. Develop pupils' positive values and attitudes by promoting justice, love, truth, life and family as our core values.
2. Strengthening the Life-wide Learning activities enriches students' learning experience through life education, environmental education and digital education.
3. Revise assessment policy, to raise learning effectiveness.
4. e-Learning strategies are intelligently applied as we value the use of Information Technology.
5. To actively promote the new model of 21st century learning to enhance students' learning motivation and effectiveness.

Teacher Professional Training & Development:

1. Focusing on teachers' individual professional growth and development, organizing school-based professional development programs. Catering for learners' diversity, self-learning, STREAM and teaching National Security Education, etc.
2. Strengthening the bonds between our school and other educational organizations in order to improve teaching effectiveness through professional sharing and workshops.
3. Peer learning and collaboration is emphasized and facilitated through co-planning sessions, peer lesson observations and post-lesson conferences to enlarge the repertoire of teaching strategies and hence enhance teaching effectiveness.

Others

1. Joint forces with EDB and post-education institute to promote and implement innovative teaching strategies so as to optimize the efficiency in teaching and learning.
2. Expand students' life experience through academic exchange in different places around the world.
3. Guest speakers are invited to hold various workshops for students, teachers and parents.
4. Scholarships and improvement awards for all grade levels.