聖公會榮真小學
S.K.H. Wing Chun 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. Yim Chi Shing	Ms. Yeung Oi Kwan Josephine	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					53%

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	1989	Chinese	Nanny van	About 4000 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
-	-	$30	$400	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	Reading Garden, Infinity Wall, Organic Garden, Tartan Running Track.

Special Room(s)	Facility(ies) for Supporting Students with Special Educational Needs
English Room, Activity Room, Music Room, STEAM Room, Discovery Hub, Pottery Room, Environmental Protection Resource Room, Campus TV Studio, Broadcasting Station, Contemplation Room.	Ramp and Accessible lift.

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

Number of teaching posts in the approved establishment	47	Total number of teachers in the school	48

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%	60%	6%	9%	85%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	4	4	4	4	4	4	24
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	4	4	4	4	4	4	24

Mode of teaching at different levels	The school has support and remedial classes for a wide range of students, as well as enrichment programs for students who are already doing well and want to learn more.
Remarks	Beginning in Primary Four, the school enforces a Bring Your Own Device (BYOD) policy, utilising tablets to disseminate educational materials, facilitate e-learning, and improve learning efficacy.

Performance Assessment

Number of test(s) per year (P1 only)	1	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)	2	Number of exam(s) per year (P2 to P6 only)	2		

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	No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders	No
Diversified Assessment for Learning	Beyond summative assessments, teachers monitor students' learning attitudes and abilities through ongoing classroom observation and provide timely feedback. Self-reflection, peer assessment and parent involvement are incorporated to enhance learning outcomes. The school also adopts a range of assessment strategies, including project learning, reading programmes, learning portfolios and student pr
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	P.1 - P.3: Mixed-ability classes. P.4 - P.6: One class comprises students with high learning autonomy, while the other three are mixed-ability classes.

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	8:15 AM	3:30 PM	11:45 AM - 12:40 PM

Lunch arrangement	Healthy school life	Remarks
Provided by designated supplier and arranged by parents.	We actively promote the "Healthy Campus" lifestyle, organising regular fitness activities, posture care exercises and rope-skipping training to enhance students' physical well-being and healthy development. Signature events like the Rope Skipping Fun Day, Swimming Gala and Sports Day foster an energetic campus culture, while cultivating teamwork and a lasting passion for sports.	We offer enhancement, remedial, support and enrichment programmes before morning assemblies and after school to cater to students' diverse learning needs and enhance academic effectiveness. Co-curricular activities are held after school or on weekends, enabling students to develop a wide range of interests and achieve whole-person development.

Life-wide Learning

We offer over 50 diversified activity classes and interest groups, including golf, rugby, Wing Chun, badminton, table tennis, basketball, football, volleyball, athletics, swimming, sand animation, Chinese and Western musical instruments, choir, Chinese dance, light clay, ceramic art, choral speaking, drama, puppetry, coding, robotics, STEAM, LEGO, leadership training, The Boys' Brigade, Girl Guides and Cub Scouts, and the Community Youth Club.

School Mission

We are committed to developing students with Christ like character and an understanding of the Christian faith. Our education is holistic and includes spiritual, moral, intellectual, physical, social and aesthetic development. We strive to develop students who are self-motivated, self-respecting, community-minded individuals who contribute responsibly to society, the nation and the world.

School Characteristics

School Management

School Management Organisation:
We are under the Anglican (Hong Kong) Primary Schools Council Limited. Under the leadership of the School Management Committee, various administrative, academic and functional teams are established to coordinate and drive the school's continuous development.

Incorporated Management Committee / School Management Committee / Management Committee:
SKH Wing Chun Primary School Incorporated Management Corporation.

School Green Policy:
1. To comply with all environmental protection laws and relevant regulations.
2. To uphold the "Four Rs" principle: Reduce, Reuse (maximise use), Replace and Recycle.
3. To minimise the generation of pollutants.
4. To give priority to the use of environmentally friendly products and materials.
5. To actively promote environmental education both within and beyond the school.
6. To enhance campus greening and foster a green environment.

School's Major Concerns:
1. To optimise curriculum planning to enhance students' learning motivation and effectiveness.
2. To foster students' balanced physical, psychological and spiritual development, and to strengthen positive values education.

Learning and Teaching Plan

Learning & Teaching Strategies:
We make effective use of students' time on campus by providing diversified learning opportunities that enrich their learning experiences. We place strong emphasis on students' spiritual growth and biliterate and trilingual proficiency, enhancing both language competence and character development. Through comprehensive and diversified learning activities, we adopt a student-centered approach while promoting cross-curricular collaboration to facilitate knowledge integration and application. Small-class teaching and group learning are implemented to enhance participation and learning effectiveness. Whole-class and pull-out gifted programmes are also offered to cater to students of different abilities and to nurture their potential. By leveraging e-learning resources, we foster a culture of self-directed learning and enhance interaction and effectiveness in teaching and learning.

Development of Major Renewed Emphases of the Primary Education Curriculum:
1. To strengthen values education, including life education, national education and national security education.
2. To make effective use of curriculum time to promote students' balanced physical and psychological development.
3. To enhance classroom and life-wide learning activities by incorporating more experiential learning opportunities.
4. To raise the learning motivation of lower-achieving students, nurture a pursuit of excellence, and develop students' potential in music, sports and the arts.
5. To utilise assessment data to inform teaching and learning and enhance effectiveness.
6. To develop a school-based cross-curricular curriculum and foster a love of reading.
7. To strengthen STEAM education and cultivate students' media and information literacy.

Development of Generic Skills:
Through cross-curricular project learning, we strengthen the development of students' generic skills and broaden their learning horizons.

Cultivation of Proper Values, Attitudes and Behaviours:
Each year, we set a guidance and discipline theme to systematically cultivate students' moral character and reinforce positive behaviour. Through class management, growth lessons, service learning and environmental activities, we actively promote moral and civic education, nurturing a spirit of care and service to others. The "Positive Achievers Award Scheme" and level-based activities further help students build a positive self-image, develop an optimistic outlook on life, and support their holistic well-being.

Student Support

Whole School Approach to Catering for Learner Diversity:
We implement a range of learning and developmental support programmes, including a Primary One adaptation course and an Early Identification Programme for Primary One students. Support classes are provided for students with special educational needs, along with subject-based remedial and support programmes from Primary Two to Primary Six. New student orientation and transition support programmes are also in place.
In addition, we provide professional support services, including a school-based educational psychologist, speech therapist, and occupational therapist, to comprehensively address students' learning and developmental needs.

Whole School Approach to Integrated Education:
We provide professional support through a school-based educational psychologist, school social worker and speech therapist to meet students' diverse needs. Learning support is offered before, during and after lessons, alongside a variety of small-group training programmes to enhance students' learning effectiveness and overall development.

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; and organising activities to create an inclusive learning environment in the school.

Curriculum Tailoring and Adaptation:
Homework and assessment accommodations are provided for students with dyslexia or those identified by an educational psychologist as having special learning needs. Enrichment classes are also offered to further enhance students' academic abilities and potential.

Home-School Co-operation and School Ethos

Home-School Co-operation:
We work closely with families and, in collaboration with the Parent-Teacher Association, regularly organises a variety of activities to strengthen communication and cooperation among parents, students, and teachers.

School Ethos:
We actively promote gospel outreach among students and parents, nurturing sound values and a positive outlook on life. Through activities such as Thanksgiving and Teachers' Appreciation gatherings, educational camps, flag-selling charity events and visits to the elderly, we foster a caring and supportive campus culture.
Students are encouraged to live out the spirit of "not to be served, but to serve," strengthening their sense of social responsibility and inclusiveness through service.

Future Development

School Development Plan:
1. To enhance students' learning experience through cross-curricular learning.
2. To enhance the e-learning resources and use the assessment feedback effectively to improve teaching and learning.
3. To develop multiple intelligences and whole-person development.
4. To inculcate a spirit of excellence and prepare students to face challenges in the world with confidence.
5. To strengthen the education of national security and cultivate law-abiding citizens who love Hong Kong and the country.
6. To promote a positive school culture and instill in students self-management skills and positive values.
7. To empower parents through parent education programmes and partner in nurturing students' character.
8. To inculcate in students the spirit of service and care for others.

Teacher Professional Training & Development:
Plans for teacher training and professional development at schools are made based on the school's development needs in order to keep improving the effectiveness of teaching and learning. We also take part in a number of school-based support and professional exchange programs to make teaching better in a variety of subjects.

Others

Our students have received numerous North District Outstanding Student Individual Awards and Multiple Intelligences Group Awards, and have achieved remarkable results in the Speech Festival, Music Festival and various sports competitions.
We also organise overseas learning programmes to destinations such as London, Australia, Singapore, Shanghai and Nanjing, broadening students' global perspectives.