



景林天主教小學 King Lam Catholic Primary School

King Lam Estate, Tseung Kwan O, N.T.

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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. Tse Kam Ming	Ms. Ho Wing Yee, Catherine	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					100%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Congregation of the Immaculate Heart of Mary Scheut Mission Hong Kong Limited	Immaculate Heart	1990	Chinese (incl.: Putonghua) and English	School Bus	About 4520 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
-	-	\$10	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	Positive Values Paradise, Reading Eggs (reading corner), Pottery Studio, Gym Room, Running Track, Chinese Orchestra Room and Play Therapy Room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Flight Simulator Room, Chinese Culture Room (e-calligraphy table), English Learning Centre, Library, STEAM LAB, Science Laboratory, Art Room, Music Room, Activity Room, Counselling Room, Prayer Room and Dance Studio.				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				21		Total number of teachers in the school		24			
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%	40%		46%		25%		17%		58%	

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	1	1	1	1	2	3	9
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	0	1	1	1	1	2	6
Mode of teaching at different levels	We adopt small-class teaching approach and collaborative learning strategies in our education. We provide after-school intensive remedial support (Chinese/English/Mathematics) for students. Morning reading sessions, afternoon Happy Hour cum ECA sessions and tutorials are also offered.							
Remarks	Native-speaking English Teachers (NETs),Pastoral Assistant, Two class teachers in P.1 & P.6 classes, In-class support (co-operative learning and group learning)							

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)	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					Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	Non-written assessments include P.1 Science and Ethics & Religious Studies skills assessments. Assessments by stakeholders include self-evaluation, peer-evaluation, parent-evaluation, formative assessments, e-learning and e-assessments.				
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	Mixed-ability classes with small group teaching.				

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	8:10 AM	3:30 PM	12:50 PM - 1:45 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. A committee is set up to supervise the quality and nutritional value of students' lunch provided by the supplier. Students are encouraged to bring their own healthy snacks. 2. Morning run check-in activity on weekdays, Spine Care Exercise on Friday. 3. "Active Students, Active People" Campaign (MVPA60). 4. "Active School" Programme.		Reading and speaking groups with NETs, Joyful Reading Library, Art, Science, Primary Humanities, STEAM, P.E., Ethics & Religious Studies, Personal Growth Education, Library lessons, I.T. lessons, cross-curricular STEAM Programme, Life Education, tutorial lessons, extra-curricular activities, interests classes taught by professional tutors and Happy Hour (Multiple intelligence activities).		

Music & Art: Orchestra, Chinese Instrument Classes, Percussion Class and Choirs & Dances, Rhythmic gymnastics, Pottery and Chinese Ink Painting; Sports: Athletic group, various ball games, Taekwondo, Rope skipping, Pickleball, newly emerged sports; Academics: English and STEAM for high-ability students, Maths Olympiad; Social Service: Junior Police Call, Cub Scouts, Pioneers of Jesus and Flag Raising Team

School Mission

We are committed to provide whole-person education to our students with an emphasis on the school's vision and missions and core values; develop in our students' moral, intellectual, physical, social, aesthetic and spiritual balance; inculcate Christian values for our students to build righteous values in life; foster a positive and healthy learning environment for our students to grow; encourage our students to pursue excellence; stimulate our students to develop awareness of the importance of righteousness; train our students to be caring, responsible and contributory individuals of the society.

School Characteristics

School Management
School Management Organisation: Supervised by the IMC, the School Management Board provides guidance to various Committees to implement school development plans.
Incorporated Management Committee / School Management Committee / Management Committee: The IMC consists of members including representatives from the School Sponsoring Body, Principal, teachers, parents and an independent manager.
School Green Policy: In response to the School Green Policy, our school has installed smart water dispensers to encourage students to develop a habit of "bring your own bottle", and to reduce the use of single-use disposable plastic. Environmental lectures and dramas are organized to stimulate students' awareness.
School's Major Concerns: 1. Promote positive education, cultivate students' positive values and attitudes to allow them to apply to their daily lives. 2. Use various teaching strategies to build a pleasant and effective learning environment, together with enhancing students' learning motivation and confidence.
Learning and Teaching Plan
Learning & Teaching Strategies: 1. Chinese: 'Drama and Reading' and schematic learning (P.3-P.6). 2. English: PLP-R&W & DTS, School-based reading and speaking curriculum (designed and taught by NET). 3. School-based STEAM programme by the Science department. Adding Chinese-English bilingual teaching materials to scientific inquiry activities. 4. Mathematics: Incorporate English-Maths in all grades; adding bilingual teaching materials and practical assessments for P.1 to P.2. 5. Holistic Education: Religious Education, Life Education, Personal Growth Education, Community Service-based Learning and Cross-border Learning. 6. Cross-curricular Activities: STEAM Activity Week, Project Learning Week, Life-wide Learning Day, Chinese Culture Day and World Reading Day. 7. BYOD, School-based Audio Books (Magic Pen) and e-learning.
Development of Major Renewed Emphases of the Primary Education Curriculum: 1. To utilize school hours, 'Happy Hour' is incorporated into the afternoon timetable. Diversified learning activities are designed to enhance students' learning effectiveness. 2. As promoting STEAM education, students are encouraged to participate in competitions related to innovation and technology, such as the 'metaverse course'. 3. Focuses on values education. Through the curriculum, our school promotes and cultivates 12 positive values among students. Strengthens national education by including Chinese painting and calligraphy. 4. The mode of assessment is optimized so as to facilitate learning. By reducing P.1 assessments and excluding P.1 exam ranks, students shall enjoy an increased self-learning time. 5. Various resources such as 'Digital Multi-sensory Learning School Scheme' (interactive whiteboards and VR activities) are offered to enhance students' learning abilities.
Development of Generic Skills: 1. Emphasis is placed on developing students' creativity, communication and collaboration skills. 2. Through STEAM curriculum, students can strengthen their application of mathematical knowledge and develop their creative computational thinking and problem-solving abilities. 3. The annual Art Exhibition provides opportunities for students to show their artistic talents and cultivate a peer-collaborative atmosphere.
Cultivation of Proper Values, Attitudes and Behaviours: 1. Enhance the integration of knowledge, recognition, and action, so as to cultivate students' positive emotions, characters, abilities, and health. 2. Strengthen national education through various learning activities.
Student Support
Whole School Approach to Catering for Learner Diversity: 1. Various kinds of programmes such as P.1 Bridging Courses, Remedial Classes, Learning Ability Enhancement Class, Speech Therapy, Attention Enhancement Class, Social Skills Class, Art Therapy Class, Sensory Integration Class, All for SEN Creative Project, Volunteer Training Class, English lessons for Newly-arrived Children, Keen and Active Kids Project and Tiered Autism Intervention Model Project are offered to assist students in need. 2. Catering for the needs of gifted and talented students: English Debate Team, Maths Olympiad, MVP Team, STEAM Club and Programming Club. 3. Peer-support programmes: Big Brothers and Sisters Programme. 4. School-based educational psychology service and School-based speech therapist are employed to provide support to students with SEN. 5. Multi-sensory learning materials. 6. Community-based Projects.
Whole School Approach to Integrated Education: Adopting the Whole School Approach directed at three levels (Three-Tier Support Model), namely Universal, Selective and Indicated, to ensure students with special educational needs could receive timely and appropriate support services, such as the adoption of curriculum adaptation from different professionals, including school-based educational psychologist, school-based speech therapist and two school social workers.
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; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; 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. Bilingual (Chinese and English) Parent Handbook
Curriculum Tailoring and Adaptation: Adaptations in homework, dictations and examinations, school-based audio books, P.1 school-based English word cards, fun dictation, reduction of printed assessments, e-learning schemes, individual learning programme and P.6 Maths Enrichment Course (in English) are provided.
Home-School Co-operation and School Ethos
Home-School Co-operation: Parent-Teacher Association, e-parent app, diversified Parent-Child activities (cooking, etc.), Respect Our Teachers Campaign, PTA tea gatherings, Parent Volunteers, Talks for Parents, Parent Education Award Scheme, Parent Workshops, Parent Lesson Observations and bilingual NCS circulars/teaching materials/parents' guidelines.
School Ethos: 1. School ethos is genuine and straightforward, in line with the Catholic doctrine of loving God, loving each other and building a caring school community. 2. Our school is committed to promote positive values education through students' participation of activities at school. Students can reinforce the 24 positive character strengths and cultivate a harmonious learning atmosphere. Furthermore, the school implements reward schemes such as 'klcps incentive scheme', 'Star of the Month' and 'Improvement Award' to encourage students to build positive attitudes while striving for excellence.
Future Development
School Development Plan: 1. Refine school-based curriculum: Digital Multi-sensory Learning School Scheme, BYOD, STEAM education, life education and Promoting Chinese Culture with Digital Technology. 2. Strength values education, guide students to develop positive attitudes in life, and build positive school culture. 3. Promote e-Reading and e-learning platforms: Foster the culture of reading, discover and share the joy of reading. 4. Utilize school hours and emphasize students' well-being.
Teacher Professional Training & Development: 1. PLP-R/W and DTS (KS1) - EDB. English Language Support Services 2. Workshops/talks on Positive Values Education, National Security Education, STEAM Education, Information Literacy & Enhancing teaching proficiency assisted by AI.
Others
1. HK Youth Improvement Award, Sai Kung District Outstanding Students Award, Sir Robert Black Trust Fund Grants for Talented Students, Exhibition of Student Visual Arts Work 22/23 (silver), Award for Arts Education in Schools by the Hong Kong Arts Development Awards, received award in the 'Hi-five Student Engagement Award Scheme'. 2. 77th Hong Kong Schools Speech Festival: two Champion, three one 1st runner-up and two 2nd runners-up; Bronze Honour in the Hong Kong Mathematical Olympiad contest; Champion in Inter-School Academic Drone Challenge 2026 (Primary Section); 2nd runner-up in Asia Academic Drone Challenge 2026 (Primary Section). 3. Sai Kung District Inter-School Athletic Competition: Individual: four First Prizes, one Second Prize, seven Third Prizes, one Fourth Prize; group: two Second Prizes, two Fourth Prizes; HK Inter-Area Primary Schools Athletics Competition: one Second Prize, one Fourth Prize.