



鴨脷洲街坊學校 Aplichau Kaifong 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. Chu Yuet Wah	Mr. Wan Shu Hung	Established	Aided Whole Day	Co-ed	Not Applicable
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
Aplichau Kaifong Welfare Association	Honesty, trustworthiness, diligence and agility	1954	Chinese	School Bus	About 6200 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	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
25	2	1	1	The hall and all classrooms are air-conditioned. There are over 100 desktop and laptop computers and around 160 iPads with Internet access.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Inno Space, VR Cave, Multimedia Learning Room, Dance Studio, Sensory Integration Room, Speech Therapy Room, Library, Multipurpose Room, English Room, Music Room, Visual Arts Room, Parents' Resource Room, Counseling Room and Interview Room.				Our school features a Sensory Integration Training Room that offers structured activities to help students build adaptive responses and boost brain development. We also have a Speech Therapy Room providing a supportive and welcoming space for professional training. Moreover, we utilize AI technology to develop custom self-learning software.

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

Number of teaching posts in the approved establishment			17	Total number of teachers in the school		23
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
83%	100%	56%	74%	26%	17%	57%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	0	1	1	1	1	2	6
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	1	0	1	1	1	1	5
Mode of teaching at different levels	The school classes and implements small class teaching. We have enrichment and remedial groups. After school, we have various English activity groups, STEAM Innovation Team, special Chinese lessons for Non-Chinese Students, concentration training groups and homework tutorial lessons conducted by school teachers. Project-based learning and experimental learning are also provided.							
Remarks	Implement 'Small Class Teaching' approach which allows more individual guidance and cares for their all-round development. Conduct experiential learning (e.g. Forest Curriculum) to allow students to learn by their hands-on experience, and thereby enhance their curiosity in exploring and acquiring knowledge.							

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)		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	Diversified formative assessment is developed. Self-assessments, peer and group assessments, evaluation of learning during lessons and summative assessment are conducted. To accommodate P.1 students with primary school learning, test and exam have been replaced by formative assessments. 'Fun Dictations' motivate students to learn Chi. and Eng. as they allow them to score over 100.						
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	Small-class teaching for core subjects (Chinese, English, and Maths) is implemented in higher grades. Placement is determined by academic results as well as students' behavior and moral standing.						

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	1:00 PM - 1:50 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	A 'Healthy Campus' team is established to promote healthy eating. Various activities such as the 'Fruit Month' and the Healthy Eating Programme are held every year. Life Education and Health Education are also conducted. A monitoring team oversees the quality of lunch boxes.		In addition to regular classes, the school also offers morning reading sessions, library lessons, personal growth classes, tutorial sessions, extracurricular activities, and diversified learning courses. During the school day, there are enrichment and remedial classes for Chinese, English, and Mathematics. After school and on Saturdays, a variety of activities and training programs are available.		

Life-wide Learning

Students participate in various school team trainings, interest groups, and service teams, such as: Drum band, Dance, Recitation, English drama, Language lab, Writing class, English phonics class, Ball games training, English class, Visual arts class, Math Olympiad class, Community Youth Club, Scouts and Girl Guides, English Ambassadors. They also engage in social services, performances, and competitions, including: Visiting elderly homes, Overseas exchange programs, Talent Showcase.

School Mission

'Honesty, trustworthiness, diligence and agility' is the school's motto. We help students to acquire knowledge and skills, and develop positive life values. We promote balanced development of the five moral strands and develop their potential with quality education in a harmonious and joyous environment. We aim to foster an excellent school spirit of good-behaviour and build quality personal character as willing to serve others.

School Characteristics

School Management

School Management Organisation:

An Incorporated Management Committee, School Core Team, an administrative team and individual subject panel have been established.

Incorporated Management Committee / School Management Committee / Management Committee:

The constituents of the Incorporated Management Committee are as follows: 7 members from the school founding association, 2 independent incumbents, 1 principal, 2 teachers and 2 parents.

School Green Policy:

Green Education Team implements environmental teaching and learning activities, such as planting, organic gardening, and food waste recycling. We also promote sustainable measures on campus, such as carbon reduction actions, continuous use of green bioenergy, and reductions of waste.

School's Major Concerns:

1. Leverage student diversity to enhance learning performance. 2. Foster positive values in students, and strengthen and consolidate their positive behaviors.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Enriching students' learning experiences and developing their generic skills through thematic reading, sister-school exchanges, overseas learning, and life-wide learning activities.
2. Enhancing students' self-learning abilities through inquiry-based learning, higher-order thinking training, and the implementation of e-learning, AI courses and Digital Education.
3. Integrating STEAM education elements into various subjects to strengthen students' investigative skills. 4. Introducing a "Forest Curriculum", allowing students to step outside the classroom, gain hands-on experience, acquire interdisciplinary knowledge, and learn wilderness survival skills.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Strengthening values education, national education and national security education.
2. Making good use of learning time and creating space to promote a balanced physical and mental development.
3. Enriching life-wide learning experiences and promoting whole-person development.
4. Better catering for learner diversity.
5. Reinforcing STEAM education, and nurturing students' media and information literacy.
6. Strengthening cross-curricular learning and reading across the curriculum for developing lifelong learning capabilities.
7. Enhancing assessment literacy for promoting learning and teaching effectiveness.

Development of Generic Skills:

Development of generic skills through diversified learning activities and experiences such as scientific exploration, creative activities, theme-based learning, outdoor learning and foreign exchanges visits.

Cultivation of Proper Values, Attitudes and Behaviours:

Our school aims to create a culture of positive values, to help students develop such values and attitude towards life. The school-based student guidance programme, Positive Energy Kid, is designed to promote positive self-value and the drive for excellence within students. We also integrate the programme with various learning experiences, leadership training, community services, monthly-themed assemblies, and personal growth lessons, to help students discover their own character strengths, maintain their emotion management and strengthen their abilities to encounter stress and challenges.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. Teachers care for students and adapt the curriculum for those with special needs.
2. A bridging program is offered before the school year starts to help Primary 1 students familiarize themselves with the school and adapt to campus life as quickly as possible.
3. In-class pull-out and remedial programs are available, along with after-school support groups taught by our teachers, including the "District-based Support Scheme" tutoring group, reading and writing group, emotional training group, and social skills group.
4. Platforms are provided for students to showcase their talents and enhance their sense of achievement.
5. Additional support includes programs for newly arrived children from Mainland, a peer reading scheme, a mentorship program, and school-based speech therapy services.

Whole School Approach to Integrated Education:

The school has established a Student Support Team to co-ordinate the resources of the school and the community. We implement various activities to support students with special educational needs, such as School-based Educational Psychology service, and learning and social skills groups. Our teachers also actively seek professional development to increase the readiness of fast-paced curriculum adaptation. Our school also organizes various peer support programmes, such as the "Big Brother and Sister Scheme" to facilitate the value of mutual support.

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:

1. Several classes are split into ability groups for main subjects.
2. Catering to students with SEN for homework and assessments, such as providing extra time and a separate room.
3. Adjust dictation difficulty according to student ability and implement.
4. Design levelled-worksheets and adapt course books for different abilities.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The school maintains close contact with parents through various measures (e.g. via phone call, text message, letter and meeting face to face). The school hosts activities involving students and their families, such as interest groups or volunteering events, and even invite parents to or help in school activities, encouraging dialogue and involvement with the school.

School Ethos:

Teachers foster students' moral character via love and care. Students support and respect one another, building a harmonious and caring school culture.

Future Development

School Development Plan:

1. Promote creative education, develop experiential learning, encourage diversified teaching approaches, and optimize the effectiveness of learning and teaching.
2. Develop sustainable multiple intelligence activities, enrich holistic learning experiences, foster whole-person development, and unlock students' potential.
3. Strengthen values education (including life education, national and national security education).
4. Enhance STEAM education and cultivate students' media and information literacy.
5. Introduce Digital Education to develop students' logical thinking and creativity. 6. Strengthen cross-curricular learning and reading to cultivate lifelong learning capabilities.
7. Deepen understanding of Chinese culture and enhance national identity. 8. Improve assessment literacy to enhance the effectiveness of learning and teaching.

Teacher Professional Training & Development:

1. Enhance professional exchange through collaborative lesson planning and peer observation.
2. Boost teaching efficacy by arranging regular seminars and workshops.
3. Optimize classroom teaching through active involvement in external support and exchange programs.
4. Promote continuous learning by encouraging attendance at EDB and university-led training courses.

Others

1. Established over 20 categories of scholarships to commend students who demonstrate exceptional academic performance and exemplary character.
2. Provides financial subsidies for students to participate in overseas exchange programs, fostering a global perspective and broadening their horizons.
3. Successfully integrated external resources through strategic collaborations with organizations such as the Rotary Club to drive school development.
4. Distinguished Awards :Award at the ""2nd Outstanding School Study Tour Commendation Ceremony"" organized by Ming Pao, First Runner-up in Shot Put (Girls' Special Group), Hong Kong Island West Area Inter-Primary Schools Athletics Competition, Outstanding Team Award under the Community Youth Club (CYC) Merit Award Scheme, First Class Award in the Preliminary Round of the 2025-2026 ""Elite Cup"" On-site Essay Writing Competition.