



長沙灣天主教小學 Cheung Sha Wan Catholic 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
Father Baudry Gervais Emmanuel Paul J.	Ms. Tse Chi Mei	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					30%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Catholic Diocese of Hong Kong	To love, care and develop pupils' kindheartedness, moral and beautiful characters	1973	Chinese	School Bus	About 6500 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
-	-	\$50	\$400	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	All classrooms are equipped with computers, interactive smart board and visualizers.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Music room, General Studies room, Art room, computer room, language room, STEM room, Leap Classrooms, Prayer room, Conference room, Multi-purpose Room.				Ramp, Accessible lift, Accessible toilet, Tactile guide path, Accessible public information / service counter and Temporary Refuge Space.

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

Number of teaching posts in the approved establishment				56	Total number of teachers in the school		59
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%	98%	42%	79%	14%	25%	61%	

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	4	5	5	6	5	5	30
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	5	4	5	5	6	5	30
Mode of teaching at different levels	Textbook adaptation, homework tutorial classes, various learning activities to develop pupils' confidence and learning abilities.							
Remarks	Small class teaching in different levels. Native English teachers in P.1-6 English Reading Programme. Using Putonghua to teach the Chinese Language Subject.							

Performance Assessment

Number of test(s) per year (P1 only)	0	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)	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	No exams in P.1 first semester. Pupils are assessed through formative assessments. For P.2-P.6, there are three exams and formative assessments every school year. Pupils are also assessed using a variety of methods like classroom observations, project learning, writing tasks, self and peer evaluation.				
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 classes are arranged according to pupils' academic and other performance. Elite classed in P.4-P.6				

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	3:20 PM	1:10 PM - 2:10 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and / or students bring their own food.	Through religious and life education to help pupils develop a positive attitude.		Lunch activities of different subjects are set up for pupils to participate freely after lunch every day. Pupils have reading time and tutorial classes after lunch recess. Various sports or art training and self-refunded classes are arranged after school and on Saturday.		

Life-wide Learning

Religion club, Boys' scout, Brownies, Flag rising team, Athletic team, School Choir, Programming, International standard, Chinese Dance, Hip-hop, Drama, Handbells, Handchimes, Chinese drum, Lion dance, Tennis team, Rope skipping, Badminton, Math Olympiad.

School Mission

Based on the spirit of the Catholic Church, our school is committed to promoting love, care and concern for the society. Through a diverse curriculum, our school promotes the ideas of whole-person education and of life-long learning.

School Characteristics

School Management

School Management Organisation:

Incorporated Management Committee

Incorporated Management Committee / School Management Committee / Management Committee:

Incorporated Management Committee has been established in 2015, committee members include sponsoring body managers, school supervisor, school principal, teacher managers, parent managers, alumni manager and independent manager.

School Green Policy:

Reuse policy, energy saving policy, Student Environmental Protection Ambassador Scheme.

School's Major Concerns:

1. Nurture students' understanding of positive values and attitudes and encourage the upholding of said values.
2. Enhance students' overall self-directed learning capabilities, sense of self-efficacy and autonomy.

Learning and Teaching Plan

Learning & Teaching Strategies:

Life-wide learning programme enriches pupils' learning experiences; develop pupils' generic skills through project learning; promote e-learning to enhance pupils' self learning ability; develop pupils' self confidence and critical thinking skills through artistic education and drama education.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Pupils understand our country and the Chinese culture, and cultivate a sense of belonging and national identity towards our country through national education and national security education; Through project learning and cross-curricular programmes, pupils develop generic skills and inquiry thinking holistically, and learn independently and actively. Through the development of 'Reading Campus'; pupils cultivate interest in extensive reading and develop an active reading habit, and use information and information technology in a rational and responsible manner. Through various sports and arts activities and training, pupils lead a healthy lifestyle, develop personal hobbies and talents, take pleasure in engaging in different communities, and foster interests and essential skills to appreciate aesthetic and physical activities in order to achieve a balanced physical and mental development.

Development of Generic Skills:

Through different learning and teaching strategies, like questioning and project learning, to foster pupils' critical thinking, problem-solving, communicative, collaborative and creativity skills. Through theme-based learning, to help students dive deep into topics and support students' interests to encourage learning.

Cultivation of Proper Values, Attitudes and Behaviours:

To conduct training and workshop on positive education so as to promote positive education and character strength for students, parents and teachers in schools.

Student Support

Whole School Approach to Catering for Learner Diversity:

Small class teaching, Leap class, after school programme.

Different learning activities and peer tutoring scheme to cater for student learning diversity, special arrangements of homework and assessment accommodation.

Whole School Approach to Integrated Education:

Whole School Approach, inter-professional teams work together to promote early identification and intervention to support students with educational needs. By using the Learning Support Grant, we provide appropriate support services and specific measures to students with special educational needs including teaching adaptation, assessment adjustments, tutoring learning groups, social skills training, Enhanced School-based Speech Therapy Service, School-based Educational Psychology Service, Individual Education Plan, etc. We regularly solicit feedback from parents regarding student progress.

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:

After school tutorial class, levelled task sheets, homework and assessment accommodation.

Home-School Co-operation and School Ethos

Home-School Co-operation:

To strengthen home-school co-operation, we have parents' workshops and seminars. Parents offer help in the library, Sports Day, English Day activities, reading programmes and whole school activities.

School Ethos:

1. Develop the pupils' sense of dignity and self-discipline.
2. Promote moral and civic education and embrace the development in the moral, intellectual, physical, social, aesthetic and spiritual spheres of the pupils.
3. Promote mutually supportive relationship between parents and school; organize parents' seminars and activities.

Future Development

School Development Plan:

1. Nurture students' understanding of positive values and attitudes and encourage the upholding of said values.
2. Enhance students' overall self-directed learning capabilities, sense of self-efficacy and autonomy.

Teacher Professional Training & Development:

To enhance teaching and learning effectiveness through co-planning meeting, peer observation and lesson evaluation.

Others

There are a number of scholarships to reward students with outstanding performance in different fields such as conduct, studies, religion, sports and arts.