



大坑東宣道小學 Alliance Primary School, Tai Hang Tung

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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. Wong Shun Ki Aaron	Ms. Lau Sherlene	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					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Kowloon Tong Church of The Chinese Christian & Missionary Alliance	The fear of the Lord is the beginning of wisdom, and knowledge of the Holy One is understanding. (Proverbs 9:10)	1965	Chinese	Nanny van	About 2410 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	\$350 (To increase the school's English Education resources.) 2025-2026	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	2	2	Car park. The whole school is fully air-conditioned and has a central audio-visual system. Electronic white board is installed in each classroom. Smart Library system.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Source of Thought (VR Cave), Discovery Space, Computer Rooms, Music Rooms (STEAMROOM), English Rooms, Counselling Rooms, Activity Room, Happiness Recharge Rooms, English Cafe, Dancing Room and Small Group Room.				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				50	Total number of teachers in the school		53
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%	51%	57%	19%	17%	64%	

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	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	2	4	4	4	4	22
Mode of teaching at different levels	P.1-P.3 Space Town Program; P.1-P.5 Brain Booster; P.1-P.6 tutorial; P.1-P.5 After-school Homework Tutorial Classes. P.3 and P.6 special agent classes are offered. In the afternoon, there are limitless potential lesson, Multiple Intelligences Class, Values and Moral Education. P.1-P.6, interdisciplinary STEAM and Chinese cultural courses are provided. STEAM cross curriculum and ASCEND lesson.						
Remarks	- To support students with special learning needs, some classes have two teachers co-teaching the main subjects. - To assist non-Chinese-speaking students in adapting to life in Hong Kong, there are after-school Chinese language classes available. - In P1, there are bilingual class teachers.						

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)		3	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	Formative and summative assessments with different modes of assessments (e.g. written assessments, classroom observations, web-based assessments, performance assessment etc.), different parties are involved (e.g. self/peer/teachers/parents) and different strategies are organized.						
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	Key stage 1: Gender and other performance. Key Stage 2: Academic, BYOD and other performance						

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	3:15 PM	12:45 PM - 1:45 PM
Lunch arrangement	Healthy school life		Remarks		
Arranged by parents and school lunch supplier, selected by PTA.	Multiple awards for 'Hi-Five student engagement Award' and 'Healthy Eating in Schools'; received the Quality Certification for the Catering Program; Silver Award for Healthy Schools; served as a model school for Healthy Schools; promoted the Sports Incentive Program, established a culture of anti-drug prevention, and advanced the 4Rs mental health charter, among other initiatives.		Daily reading & exercise session in the mornings; weekly lessons on life education, library skills, Putonghua, IT and extra-curricular activities; life-wide learning for all subjects; opening of libraries and IT Rooms before and after school, and during recess. School has additionally added an ASCEND, English musical Class, English ukulele Class, English Café activity and swimming Class.		

Life-wide Learning

Our school emphasizes unlocking students' potential and provides diverse opportunities for students to showcase their achievements. Cross Boundary Learning Activities, community visits, school picnic, charity activities, sports day, swimming gala and interest groups including CYC, The Boys' Brigade, school choir, music busking, fellowship, verse speaking, track and field, Information Technology, Mathematics Olympiad, dancing, handbell, musical instruments, chess, ball games, handicrafts, campus TV station, Taekwondo, rope skipping, fencing, English physical activities, programming, STEAM activities etc.

School Mission

Our school offers students a whole-person education based on Christianity and the EDB Primary Education objectives. We aim to provide students with a pleasant learning environment so that their potentials are fully realized. We also aim to equip students with I.T. knowledge, biliteracy and trilingualism skills and an aesthetic the appreciation for art and culture.

School Characteristics

School Management

School Management Organisation:

Since implementing school-based management in 1999, our school has established a system to enhance the management of operations, resources, and development planning. To promote quality education and excellence, the school development committee has adopted a tailored management framework. The formation of the Parent-Teacher Association in 2000 and the Alumni Association in 2005 has enabled collaboration among teachers, parents, and alumni for the improvement of our school.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee (IMC) was established in the 2008/09 school year to facilitate the implementation of school-based management. The establishment of the IMC provides our school with flexibility and autonomy in school operations and resource management.

School Green Policy:

Our school has devoted considerable effort in developing the 'Healthy Schools' Program. A series of measures such as setting up a waste categorization system and promoting energy conservation and waste reduction have been implemented. Under the Green School Project, Environmental Ambassadors take measures to raise environmental awareness among students.

School's Major Concerns:

1. Students can comprehensively apply the required abilities to meet the "Alpha Generation".
2. To nurture students to become a healthy new generation with both talent and moral integrity.

Learning and Teaching Plan

Learning & Teaching Strategies:

Following closely the education reforms, a range of school-based curricular have been organized and implemented in our school. Through participating in cross-curricular activities, cross boundary learning activities, project learning, internet and intranet learning, e-learning and the drama programme, students' generic skills and biliteracy and trilingualism skills are fully developed.

Development of Major Renewed Emphases of the Primary Education Curriculum:

We offer interdisciplinary courses that integrate Chinese culture with diverse multimedia reading, utilizing information technology and SCAMPER innovative thinking tools for inquiry-based learning and practical experience. Our focus on STEAM education enhances students' scientific thinking and language skills. The school emphasizes values education, systematically promotes life education, and strengthens national security education to help students grasp current developments and history. Additionally, we prioritize the balanced development of students' physical, mental, and spiritual well-being by providing English, physical education, and arts classes, along with foreign coaches. We effectively utilize subsidies to offer varied learning activities, including Chinese Culture Day, Mental Health 4Rs Reading Day, and Internet of Things Programming, enriching the overall learning experience.

Development of Generic Skills:

Our school promotes in-depth learning and develops students' generic skills through a wide range of learning activities, workshops, project learning, and physical aesthetics and art activities.

Cultivation of Proper Values, Attitudes and Behaviours:

Our Value and Spiritual Education is a combination of value education and spiritual education. Through storybooks, movies and bible stories, students are able to recognize, experience, understand and hence, put their learning into practice in their daily lives. Our school was given the 2022/2023 Hi Five Student Engagement Award Scheme Honorary Award which ensures our positive and caring school atmosphere.

Student Support

Whole School Approach to Catering for Learner Diversity:

Our school has implemented a comprehensive range of support services and guidance to address the diverse learning needs of students. We have developed a three-tier school-based model for gifted education to identify students with dual exceptionalities and nominate potential candidates for advanced out-of-school learning programs, thereby fostering their strengths and intellectual development. Additionally, we provide stratified instruction, speech training, school-based educational psychological services, a pre-secondary bridging course, and tailored support programs, along with adjustments for homework and examinations. Before the start of the school year, there will be P1 adaptation programme and P1 English course (taught by Net teachers).

Whole School Approach to Integrated Education:

The Student Support Team has been set up to implement the whole-school approach policies on catering for student diversity. Various programs such as remedial classes and after-school support services are in place to enhance learning effectiveness. We provide students with individual and group training and guidance. Our teachers and the school-based educational psychologist hold regular meetings to discuss different cases and offer support to students.

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

Curriculum Tailoring and Adaptation:

To address learner diversity, develop thinking skills and learning strategies, and foster positive values, we implement the following measures: Differentiated teaching is practiced in the lower primary Chinese curriculum, alongside a differentiated school-based English reading and writing scheme. An inquiry-based approach is used in Mathematics to enhance students' generic skills. We have also introduced STEM education in General Studies and Coding in the Limitless Potential Class. Life education is employed to instill core values, while cross-curricular activities support multiple intelligences. Additionally, we offer enrichment and remedial programs to meet diverse learner needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Our aim is to promote our school-based parent education curriculum and activities, develop school-based parent education resources, and establish a positive parent education culture in the long run. Schools are advised to capitalise on their own resources and other resources to develop school-based parent education programmes as appropriate and promote parent education continuously in the long run. Parents agree with our school mission. They fully support the development of our school and enthusiastically participate in home-school activities. Both parents and the school collaborate with each other to nurture our students and contribute to the school society.

School Ethos:

Our goal is to enhance our school-based parent education curriculum and activities, develop relevant resources, and cultivate a positive culture of parent education over the long term. Schools are encouraged to leverage their resources and others to create appropriate school-based parent education programs and promote ongoing parent involvement. Parents align with our school mission, fully supporting its development and actively participating in home-school activities. This collaboration between parents and the school fosters student growth and contributes to the school community.

Future Development

School Development Plan:

Our school firmly believes that students are capable of creating their own futures. To that end, we are committed to equipping them with the skills and qualities necessary to become effective leaders who can navigate a rapidly-changing world. We strive to develop students who are F-Flexible (able to adapt to changing circumstances and embrace new challenges with confidence), U-Unafraid (unafraid to do what is right even in the face of adversity), T-Tender (with a deep capacity for empathy, compassion, and kindness), U-Unique (empowered to discover and develop their distinctive qualities to achieve their full potential), R-Reflective (taking time to evaluate their experiences and seek out new ways to grow and develop), and E-Eager (possessing a constant enthusiasm for learning and an eagerness to explore new ideas and perspectives). Together, these qualities will enable our students to become the future leaders that our world needs.

Teacher Professional Training & Development:

Our teachers are committed to continuous professional development and reflection, which is why we have implemented the "T-Standards+" program. Through this program, our teachers reflect on their professional roles and plan for ongoing development.

Others

Our school development includes nurturing student's English proficiency and positive education, implementing national education and value education, and fostering kinesthetic and musical potentials. We have several Native-speaking teachers (NETs) in our school. They are responsible for different English activities and are also primary one class teachers (Each P.1 class has two class teachers: Putonghua teachers and Nets). Moreover, we have developed the English café activity as a whole-school rewarding scheme.