



迦密愛禮信小學 Carmel Alison Lam Primary School

Hin Keng Estate, Shatin, 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
Dr. Yung Yuk Yee	Ms. Yick Wai Yu	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					100%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Evangelical School Development Incorporation Ltd	Self-discipline through the understanding of the Word Service to Mankind through faithfulness to the Lord	1986	Chinese (incl.: Putonghua) and English	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		Pledged School	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$20	School-based Management Fee \$235 per term, used for hiring NET, student insurance, maintaining school hygiene.	Fee for Replacing Student ID Card: \$17

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	1	1	1	Each classroom equipped with computer, audio-visual equipment and Smartboard. Book Crossing Corner and water machines are present around school.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Music Room, Multi-Media Computer Room, Art Room, Library, STEAM Room, English room, Student Guidance room, Parent Resources Room, Conference Room etc.				Ramp and Accessible lift.

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

Number of teaching posts in the approved establishment			46	Total number of teachers in the school		49
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%	33%	52%	6%	21%	73%

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	1. Teachers adopt diversified teaching strategies alongside cooperative teaching, displaying students' work. 2. Through training in higher-order thinking, problem-solving skills, we enhance students' creativity, logic, problem-solving abilities. 3. We elevate students' spirit of self-directed learning through IT elements. 4. Holistic development of every student by addressing learners' diversity.						
Remarks	In order to increase the competitive power of our students, the medium of instruction for P.1 - P.3 in teaching Chinese is Cantonese and Putonghua. When they move on to P.4 - P.6, the medium of instruction in teaching Chinese becomes Cantonese.						

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		3	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
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Diversified Assessment for Learning	Besides formative and summative assessments, other learning assessment methods, such as student self-assessment and peer assessment, parent evaluations, online assessments, project studies, practical assessments, and physical fitness tests. Through diversified learning assessments, teachers can better understand the various dimensions of students' development, thus promoting learning.						
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	In P.1-P.3, students will be divided evenly. In P.4-P.6, there will be one/two more able class(es) and the other classes will be divided evenly.						

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	8:00 AM	3:10 PM	12:15 PM - 1:25 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and Self prepared lunch.	1. All students have joined the School Physical Fitness Award Scheme, Sport-Act Scheme. 2. Promote Alison Star Reward Scheme in the effort to uncover students' personality strengths. 3. Whole school participation in Life Edu. activity prog. 4. Regular sanitization procedures and pest control measures. 5. Join the Mental Health @School teacher's network in promoting students' mental wellbeing.		1. During the homework tutoring, the teacher supports students in getting their work done. 2. A diverse selection of interest groups, thematic learning programmes to provide students a holistic learning experience. 3. Designated sports areas during recess to encourage students to do sports. 4. Fitness programmes for overweight students.		

Life-wide Learning

We offer over 30 activities to students, ranging from language training to sports activities which include: English drama, Maths Olympiad, choir, woodwind instruments, folk dance, football, basketball, handball, rope skipping, taekwondo, ocarina, western instruments, painting, Boys' Brigade, Girl Guide, CYC, fellowship, campus reporter and master of ceremony, etc.

School Mission

We aim to provide holistic education, including moral, intellectual, physical, social, aesthetics and spiritual, to the students in accordance to the Bible. With holistic, quality education, we enhance students' learning abilities and maximize their potential. Our students will get to know God through the Bible's teaching, and growing up surrounded by faith, hope and love, they will be self-disciplined people who care about their nation and community, bringing glory to God and honor to those around them.

School Characteristics

School Management

School Management Organisation:

1. The School Management Team holds regular meetings in making decisions over school policies, while the Principal and all staff members participate in planning, facilitating and evaluating school development work. Other shareholders are to supervise the progress of the plans.
2. The school also has Executive Groups, Function Groups and Subject Groups led by a PSM-grade teacher. All teachers are involved in promoting school policies.

Incorporated Management Committee / School Management Committee / Management Committee:

The IMC was established in 2008. The total number of school managers is fifteen, comprising of the principal, parents, teachers, alumni, representative of the sponsoring body and independent representatives.

School Green Policy:

1. Regularly hold environmental protection events to raise students' awareness of protecting the environment and saving resources, such as regularly holding lights out activities, zero food waste reward schemes, watching dramas with relevant topics, school outings, etc.
2. The school has the tri-colour recycling bins and each classroom has relevant recycling facilities to facilitate reduce, reuse, recycle. We have also actively promoted the paper-less office amongst the staff to lessen paper waste.

School's Major Concerns:

1. Major Concern 1: Unleash academic potential, establish quality learning.
2. Major Concern 2: Nurture students' character charms for a holistic living.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Teachers use a student-centered approach with diverse strategies like cooperative learning, STEAM education, and drama to foster collaboration and participation, enhancing students' collective abilities.
2. Teachers use a student-centered approach and differentiated instruction to cater for diverse learning needs, enabling all students to participate in class and enhancing their chances of success.
3. Promotion of IT learning through BYOD. Teachers utilize various eLearning platforms to raise the effectiveness of teaching and learning, and fosters self-directed learning.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Diverse learning experiences beyond the curriculum to maximize learning time and create space.
2. Enhancing Catering to Students' Diversity through differentiation, allowing them to develop their personal holistic strengths.
3. Including elements of STEAM into each subject. To nurture students' media and information literacy, we instill upon them effective and ethical methods of utilizing information.
4. Through cross-curricular reading and collaboration, assist students in building learning scaffolds, encouraging them to continue learning.
5. Through assessments of learning, assessments for learning, and assessments as learning, enhance assessment literacy and promote the effectiveness of teaching and learning.
6. Develop positive values and promote the whole-person development of students through the Life Growth Courses.
7. Emphasize national education by holding flag-raising ceremonies and speeches every week, enhance students' recognition of their national identity.

Development of Generic Skills:

We provide chances for students to practice different duties out of the classroom so as to develop their generic skills. Establish students' generic skills including but not limited to: teamwork, communications, creativity, critical thinking, IT processing, and researching skills.

Cultivation of Proper Values, Attitudes and Behaviours:

Cultivate students' positive values, perseverance, and respect for life. At different growth stages, help them identify the values behind difficulties. Use real-life themes to strengthen life education and integrate relevant elements into the curriculum and learning activities. Guided by biblical teachings and putting truth into practice, students will be equipped to face future challenges and opportunities in life.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. Through optimizing classroom teaching, we cater to students' diverse learning and adapting needs. Our gifted education includes Maths Olympiad classes, Cambridge English classes, Robotics classes, writing class, English Ambassadors, Carmel Ambassadors, Campus Reporters, Worship team, Rummikub classes and various performance classes, allowing our students to discover and nurture their talents.
2. Adopting a 3-tier support model to provide appropriate support for students according to their special educational needs (such as assistant teacher support, intensive remedial classes, etc.)

Whole School Approach to Integrated Education:

1. There are school-based educational psychologist and school-based speech therapist to provide services to individual students and parents to improve students' self-confidence and learning ability.
2. The student support team coordinates student support services, such as providing homework and examination accommodations, setting up emotional groups, social groups, etc., to support students' different learning needs.

Curriculum Tailoring and Adaptation:

1. Through collaborative planning, peer observations, and curriculum adjustments, create suitable teaching content that meets diverse student needs.
2. Make necessary examination accommodations for students with special educational needs.
3. Tiered curriculum design to address the diversity of student learning.
4. Provide after-school induction programmes such as English Class and Cantonese Class for newly arrived students to adapt to a new learning environment.

Home-School Co-operation and School Ethos

Home-School Co-operation:

1. The school has designed a series of parent education programmes to help parents work together with the school to effectively educate students under the same teaching philosophy.
2. Our PTA and parent volunteers have assisted in creating a loving and caring school environment by taking up crucial roles around the campus, such as taking care of P.1-P.2 students during lunch, hosting story-telling sessions throughout the year and more.

School Ethos:

1. Our students treat others politely and sincerely with a heart of gold. Our School Management Team, staff members hold fast onto the belief of "Student-Centered with a Core of Christian Truth".
2. We facilitate students' values education and moral growth through weekly assemblies, class shepherding, personal growth lessons, student fellowship and more. The bond between students and teachers are also strengthened in the meantime offering more time for them to get to know one another.
3. Boasting harmonious teacher-student relationships and tight-knit collaborations between parents and the school, we have received the Caring School Award for many years.

Future Development

School Development Plan:

1. Enhance students' learning abilities and enable them to apply what they have learned in practice.
2. Through the development of science curricula, strengthen school-based STEAM education, and enhance students' inquiry skills and self-directed learning spirit.
3. Employ diverse strategies to cater for learner diversity.
4. Develop school-based gifted education, establish a talent pool, and increase opportunities for students to showcase their talents and stand out.
5. Cultivate students' positive values and attitudes.
6. Foster students' physical, mental, and spiritual well-being.
7. Strengthen students' sense of belonging to both the school and the nation.

Teacher Professional Training & Development:

1. Enhance teaching effectiveness through collaborative lesson planning and peer observation.
2. Teachers are required to further their professional development to stay ahead of the times. Each year, the school also arranges a variety of workshops and training to facilitate teachers' professional development and optimize teaching.
3. All teachers take part in school administrative work, actively fulfilling their roles in strategizing, executing and supervising duties.

Others

1. We award students that excel academically and those with the most significant improvement with the "Carmel Scholarship" and the "PTA Scholarship". Our students have also performed well in inter-school and territory-wide competitions regarding mathematics, handball, dance, uniformed groups, and more.
2. Our school places heavy focus on students' ethical and spiritual growth, hosting activities across student fellowship, teachers' fellowship, gospel days, gospel camp, etc. We hope students can receive God and Jesus as their savior.