



聖母無玷聖心學校 Immaculate Heart of Mary 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
Sister Chung Miu Sheung Lucy	Ms. Wong Yuk Han	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					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Incorporated Trustees of the HK Province of the Franciscan Missionary Sisters of Our Lady of Sorrows	AMOR ET LABOR (Be respectful to parents, caring for the young, diligent and thrifty.)	1964	Chinese	School Bus	About 10400 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
Immaculate Heart of Mary College					
			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
-	-	\$100 (for 6 years)	Improve teaching and learning facility \$300	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	3	1	1	Canteen, Chapel.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Visual Arts Room, Music Room, Activity Room, Computer Room, Science Room, Multi-Purpose Room, Small Group Teaching Rooms, Language Room, STEAM Room.				Ramp, Accessible lift, Accessible toilet and Tactile guide path plan.

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

Number of teaching posts in the approved establishment			47	Total number of teachers in the school		47
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%	31%	85%	15%	8%	77%

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	4	4	4	4	4	24
Mode of teaching at different levels		Support teachers are arranged for P.1 and P.2 to assist the less-able students to learn in small groups, and the M and S classes are divided into 3 groups in English lessons from P.4 to P.6.								
Remarks										

Performance Assessment

Number of test(s) per year (P1 only)	2	Number of exam(s) per year (P1 only)	2	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					No
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders					No
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Diversified Assessment for Learning	2 final examinations plus 4 Chinese, English, Mathematics and General Studies tests.				
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.3 to P.6 are streamed. There are two elite classes, the other students are put into small classes for better individual attention.				

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	3:10 PM	12:20 PM - 1:20 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. Our school advocates healthy eating, and monitors the students' lunch situation. 2. Our school has a school-based educational psychologist, a school-based speech therapist, social workers, spiritual groups, guidance teams, and pastoral teachers to care for the students' mental health.		There are morning reading classes, enrichment classes, remedial classes, homework classes, and Friday ECA classes on alternate weeks with Moral Education classes.		

Life-wide Learning

Our school emphasizes the comprehensive and balanced development of students. Every year, different class competitions, social services, experiential learning, and cross-border learning activities are held to enrich students' learning experiences. In addition, our school has diverse activity groups, Saturday interest classes, and school teams in religion, subjects, technology. There are also service and interest groups to develop students' all-round potential.

School Mission

Through the example of Mary's compassionate love for Jesus Christ and all mankind, we are dedicated to instill in our students the sense of moral, cognitive, physical, social, aesthetic and spiritual values, so that their potentials are developed to the fullest and they grow up to become responsible citizens who are ready to face any challenges they encounter in this ever changing world.

School Characteristics

School Management

School Management Organisation:

The school is managed by the IMC. IMC oversees the running of the school. All teachers are members of one or more working teams. Senior teachers take charge of these ten working teams.

Incorporated Management Committee / School Management Committee / Management Committee:

We set up IMC in June 2013.

School Green Policy:

The school is greening the campus, participating in waste sorting and recycling programmes, cultivating students' environmental awareness, practising energy saving, and reducing waste production.

School's Major Concerns:

- 1) To enhance learning and teaching.
- 2) To nurture students to become individuals with moral values.

Learning and Teaching Plan

Learning & Teaching Strategies:

We continuously promote students' autonomous learning, develop students' potential, encourage students to participate in social services, use thinking and self-study strategies, so that students can learn well and use high-level thinking skills. We aim to cultivate students' lifelong learning.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Develop STEAM education, promote cross-curricular reading, and promote Chinese culture.

Development of Generic Skills:

Promote all-round learning, reading, inquiry-based projects, and use online learning platforms, to cultivate students' generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:

Cultivate students to respect life, make a positive contribution to society, to live healthily and to live in harmony with nature.

Student Support

Whole School Approach to Catering for Learner Diversity:

The Student Support Team plans and implements appropriate support projects according to the needs of different students in order to cater for learning diversity.

Whole School Approach to Integrated Education:

Our school is committed to establishing a culture of integration, supporting students with special educational needs in a whole school approach, providing appropriate guidance and support, such as setting up training groups, providing school-based speech therapy services, and other activities. We also tailor examinations and assessments for SEN students. The school also attaches great importance to home-school cooperation.

Curriculum Tailoring and Adaptation:

There are school-based enhancement programmes for the gifted students and remedial classes to support the less able students. There are also bridging programmes for newly arrived P.1 students and also for P.6 students, to prepare them for secondary school.

Home-School Co-operation and School Ethos

Home-School Co-operation:

To support school development, we use notices, school newsletters, parent-teacher meetings, school websites to communicate with parents and organise parent volunteers.

School Ethos:

In line with the mission of Catholic schools, we stress the importance of nurturing good conduct and positive values in students, and we strive to cultivate an encouraging, caring and inspiring learning environment in the school. Through teachers' close relationships with students, students develop a strong sense of belonging to the school.

Future Development

School Development Plan:

We continuously optimise teaching strategies, use multiple assessments, promote learning reflection, give appropriate feedback and develop autonomous learning. Through lectures and workshops, co-planning and open classes, we promote professional exchange among teachers and establish a learning community. Through diversified learning experiences, we adhere to the vision and mission of Catholic schools. We promote a culture of integration, students caring for others, respecting life, caring for the growth of students' body, mind, and spirit, and support for students with special educational needs.

Teacher Professional Training & Development:

We have more than 3 days set aside for professional teacher training, the training programmes are based on the needs of students and teachers.

Others

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