



天主教聖華學校 The Little Flower's Catholic Primary School

11 Wo Che Street, Wo Che Estate, Shatin, N.T.

26924593

26057950

001@littleflowerschool.edu.hk

http://www.littleflowerschool.edu.hk

91

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Chiu Kit Man Emily	Ms. Chow Kai Lai	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					100%
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	Loving God with modesty and integrity	1951	Chinese	Nanny van	About 1000 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
-	-	\$60	\$400 (Fees for Specific Purposes authorized by the EDB)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
26	2	1	1	School Hall LED Wall, Classroom Interactive Panels, Basketball Court, Football Pitch, Pickleball Court, etc.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
STEM Room, Music Room, Computer Room, Science Room, Dance Room, Religious Activity Room, English Room, Student Counselling Room, Campus TV Station, Children's Playroom, Parent Resource Centre, Aquaponics Garden, etc.				Ramp, 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				39		Total number of teachers in the school		40	
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%	38%		71%	32%		55%		13%

Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total	
2025/2026 school year				No. of classes	2	2	3	4	4	4	19
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)				No. of classes	1	2	2	3	4	4	16
Mode of teaching at different levels		- Gifted and enhancement classes are provided to cater for learner diversity. - Encourage independent learning and strengthen positive education. - A dual class teacher system is implemented in Primary 1 and some other classes to provide enhanced support for individual student needs.									
Remarks		-									

Performance Assessment

Number of test(s) per year (P1 only)		0	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)		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	Apart from written assessments, we evaluate students' learning outcomes holistically via project-based learning, external visits, differentiated assignments, reading programmes, hands-on tasks and life skills. The assessment covers moral education, physical fitness, attitudes and life skills.						
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	Mixed-ability classes from P.1-P.3; Top Class and Enhancement Classes from P.4-6.						

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	10	35 mins	8:00 AM	3:00 PM	12:55 PM - 1:45 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	We participate in the "EatSmart School" Accreditation Scheme, implement a healthy eating policy, nurture students' healthy eating habits, and organise a "Fruit Month" to encourage fruit consumption. We also prioritise students' physical fitness development by offering health exercises and recess activities.		To provide students with diverse learning experiences, different multi-faceted activities are arranged every afternoon, including integrated activities, values education, art workshops, etc. Weekly morning assemblies also include weekly themes, biliterate and trilingual activities, and Chinese and English morning reading sessions.		

All students have access to various after-school training or interest classes, including sports, dance, choir, handbell, art, bilingual drama, bilingual choral speaking, debate, campus reporters, IT pioneers, STEAM groups, Christian pioneers, Maths elites and uniformed groups, balancing academic and recreational elements. The school regularly organises cross-curricular activities to nurture students' overall development.

School Mission

Guided by the vision of the Hong Kong Catholic Diocese, we help students learn about Christ and live the Gospel. We foster students' self-confidence and self-directed learning skills, and their development of moral, intellectual, physical, social, aesthetic and spiritual values. We also aim to help students reach their full potential and become responsible citizens.

School Characteristics

School Management

School Management Organisation:

The school is governed by an Incorporated Management Committee (IMC). The Principal, upholding the spirit of Catholic education, leads the administrative team in implementing school policies and collectively advancing the school's mission.

Incorporated Management Committee / School Management Committee / Management Committee:

Members of the IMC include the Supervisor, the Principal and representatives of the school sponsoring body, teachers, alumni and parents.

School Green Policy:

Encourage students to adopt green habits at school and at home. The school participates in the Jockey Club Energy Saving and Electricity Reduction School Project, organizes environmental education activities, and uses energy-efficient light bulbs and air conditioners across the campus to reduce energy consumption. Whole-school measures are in place to reuse paper products and reduce paper waste. An aquaponics garden has been built to support eco-friendly planting and the PTA organizes recycling programmes for old school uniforms.

School's Major Concerns:

1. To establish a school-based values framework aligned with the 3C campus culture nurturing students to become thoughtful wise learners.
2. To enhance students' spirit of inquiry and learning motivation through self-directed and inquiry-based learning strategies.
3. To foster a reading culture by integrating diverse reading strategies into cross-curricular reading activities, thereby strengthening students' reading skills and literacy.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. We promote interactive teaching using STEAM and AI tools to develop students' self-learning and problem-solving skills through hands-on experiences, enabling them to construct knowledge.
2. We enhance trilingual learning by organising English Day and Putonghua Day, bilingual drama education, and collaborative programmes with international exchange students, to create a language-rich environment and strengthen students' biliterate and trilingual abilities.
3. We develop gifted education by offering elite training courses, including Elite English Team, bilingual drama, debate teams, coding teams, Cantonese opera, physical arts, dance and other leadership training programmes.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. We have developed a holistic framework for values education and implemented school-based values education curricula, including life education, career planning, and national education (covering patriotism education and national security education).
2. The school timetable has been restructured: regular lessons are scheduled in the morning, while diversified classroom activities including STEAM, Visual Arts, Physical Education, etc., are arranged in the afternoon.
3. Integrate STEAM and AI elements into regular lessons, organise different hands-on activities, and train students to participate in various activities and competitions.
4. Enhance students' media and information literacy through classroom activities and talks.
5. Promote cross-curricular reading to stimulate students' interest in reading, consolidate the application of reading strategies, and help students connect learning content and experiences across different subjects.

Development of Generic Skills:

During "Theme Week", students conduct STEAM project-based learning to enhance their generic skills such as collaboration, problem-solving, numeracy and creativity, while building knowledge and skills in science and technology. ARM booklets are used to develop students' self-directed learning abilities. Various activities including ball games, STEAM competitions, Chinese and English recitation contests, English drama and inter-school Mathematics competitions are held to actively foster students' multiple intelligences.

Cultivation of Proper Values, Attitudes and Behaviours:

1. Incorporate positive education elements into lesson planning.
2. Through religious nurturing activities, students learn about the lives of Christ and the saints.
3. Share inspirational stories during morning assemblies to promote positive and proactive attitudes towards life.
4. Through the school-based reward scheme and counselling reward programmes, we foster a positive school culture that encourages mutual appreciation and care, and recognise students' positive behaviours.

Student Support

Whole School Approach to Catering for Learner Diversity:

We offer various gifted training courses, support classes, homework tutorial classes and after-school care services to support students with different needs. The school also provides on-site speech therapists and educational psychologists to support students with special educational needs (SEN).

Whole School Approach to Integrated Education:

The student support team includes the Vice Principal, SEN Co-ordinator, SEN support teachers, social workers, on-site educational psychologists, on-site speech therapists and teaching assistants. We provide various targeted learning groups to help students fully participate in school life and boost their learning motivation, such as literacy groups, social skills training, emotional and behavioural support, and school-based speech therapy services.

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:

To cater for students of diverse abilities, all subjects adapt and tailor the curriculum appropriately. For students with special educational needs, we provide differentiated homework, dictation and writing tasks, as well as after-school homework support, to enhance learning effectiveness.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Based on the "Parent Education Curriculum Framework", we organise parent talks, school newsletters, parenting tips sessions, Primary One and class-level parent meetings, parent-child interest classes, parent-child trips, and parent gospel activities. These initiatives strengthen home-school communication and collaboration, fostering a close and harmonious partnership. A parent volunteer team supports school activities, ensuring seamless cooperation. Regular tea gatherings are also held to enhance ongoing communication.

School Ethos:

Guided by the five core Catholic educational values, the school nurtures students with a simple ethos and harmonious teacher-student relationships. The campus actively promotes a culture of care and positivity, fostering students' respect for others. We cultivate a 3C (Competence, Character, Care) school culture that showcases students' diverse abilities, builds good character, and develops a caring spirit. Through community service, students build self-confidence, learn to respect life, and embrace the spirit of love and generosity.

Future Development

School Development Plan:

Key Focus for School Years from 2024-2027:

1. Continuously promote the 3C campus culture to foster values education.
2. Implement diversified teaching approaches to enhance students' inquiry and self-directed learning abilities.
3. Actively promote a reading culture to improve students' reading competence and literacy.

Teacher Professional Training & Development:

1. We draw on school-based support services from tertiary institutions or the Education Bureau to optimise learning and teaching.
2. We implement school-based lesson preparation and lesson observation schemes to foster professional exchange and collaboration among teachers, building a continuously improving learning community.
3. Teachers are encouraged to pursue continuous professional development to keep pace with the times and align with the school's development direction.

Others

We organise overseas learning activities to broaden students' horizons, including the joint-school New Zealand study tour, Xi'an study tour, sister school programmes in Mainland, international exchange student schemes, and the Hong Kong International Youth Forum (English). The Saint Paul Education Fund and Mayaa HK Fund support school development. Our students have won championships in the ATS Don Bosco Cup Primary School Invitation Tournament, SMAI Karate Championship (Kobudo), Shatin District Primary School Rope Skipping Competition (Primary Group Backward Jogging Step), Hong Kong Elite Latin Dance Open Championship, and multiple awards in the Scout Association competitions.