



青山天主教小學 Castle Peak 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
Ms. Lam Yuet Har Winnie	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					79%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Catholic Diocese of Hong Kong	Glory to God, Love the Others as Oneself	1972	Chinese	Nanny van	About 2200 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
Tuen Mun Catholic Secondary School			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
-	-	\$40	School Facilities (\$310)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
26	2	-	1	Close to the church. Every classroom has one hospital-grade movable air purifier. Interactive Touch Panel.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Prayer Room, 2 Counselling Rooms, Library, STEAM Room, Activity Room, Electronic boards and Air conditioned Covered Playground.				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			43	Total number of teachers in the school		43
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%	25%	69%	9%	26%	65%

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	4	3	4	4	4	23
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	2	4	3	4	4	21
Mode of teaching at different levels	The school implements an activity-based teaching approach in Primary 1 to 3. Students are provided with small-group tutorials or after-school support programmes based on their learning needs and progress.						
Remarks	Implement Small Classes for all classes.						

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)		1	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							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	Diversified modes of assessment in which both Formative and Summative Assessments are used to elicit evidence of student learning so that teachers can give prompt and accurate feedback to enhance learning and teaching. Apart from traditional written assessments, our school also implements e-assessments, performance assessments, and project-based learning as "Assessment for 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	Class placement of students from P.4 to P.6 are dependent upon students' academic results.						

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	3:15 PM	12:20 PM - 1:20 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. A healthy lunch is necessary for our students to maintain their energy and concentration levels throughout the afternoon classes. 2. A healthy packed lunch should contain fresh vegetables. 3. A healthy tuck shop promotes healthy eating and drinking habits.		The school provides platforms for students to showcase their talents. On Wednesday afternoons, the '360 Programme' is arranged, with students hosting activities such as 'General Studies Masters', 'Library Sharing', 'Putonghua Morning Assembly' and 'English Day'. The school also offers the 'CPCPS Specialised Curriculum' for senior students, including 'Beginner Japanese', 'Beginner Korean', 'Magic', 'Chinese Dance' and 'Fitness Training'. Students also join STEAM competitions and achieve excellent results.		

Life-wide Learning

Our school offers a variety of extracurricular activities, such as English drama, Rural School English Project, Intermediate Drone course, robotics courses, soccer, Putonghua drama, violin, basketball, integrated visual arts courses, STEAM elites, and children's Cantonese opera, among others. Additionally, we have comprehensive learning weeks to help students connect knowledge across different learning areas and enhance their interest in learning.

School Mission

Practise Christian Virtues, Prepare Next Generation for the Future & Create a Perfect Harmonious World.

School Characteristics

School Management

School Management Organisation:

The Incorporated Management Committee > Supervisor > Principal > Deputy Principal.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee is comprised of supervisor, senior principals from secondary and primary schools, the principal, clergy, lay members, teachers, parents and alumni.

School Green Policy:

Through utilizing the resources from Life-wide Learning and participating in events held by government organizations, the Spiritual and Moral Education Team encourages the promotion of environmental protection and cultivation of students' leadership skills. The primary objective of the 'Environmental Ambassadors' is to assist in the promotion of sustainable living: raising the awareness of caring for the campus environment and fostering the responsibilities as global citizens to share an environmentally-friendly attitude towards our nature.

School's Major Concerns:

1. Deepen the qualities of students, cultivate correct values, and help them become well-behaved and courteous citizens. (Caring, Proactivity, Confidence, Patience, Sincere)
2. Enhance students' critical thinking skills to promote lifelong learning and holistic development.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Adopt differentiated instruction to cater for learner diversity, arouse students' learning interest, and develop higher-order thinking skills.
2. Implement e-learning and STEAM Education to promote students' self-directed learning and scientific inquiry skills.
3. Provide language-rich environment to empower students through biliteracy and trilingualism,
4. Utilise the assessment data to adjust our teaching strategies, and provide prompt feedback for students.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. The school effectively uses lesson time to arrange meaningful school-based afternoon programmes. These programmes enrich whole-person learning experiences, develop multiple intelligences, and help students cultivate interests, potential and healthy lifestyles.
2. Morning reading sessions and thematic book fairs are organised to promote reading habits.
3. Through diverse teaching strategies and learning activities, the school caters for learner diversity and enables students to enjoy learning and school life.
4. Based on Catholic education values, the school's student qualities and the twelve priority values and attitudes, the school strengthens values education, focusing on life education and national education (including national security education), to support students' balanced physical, psychological and spiritual development.
5. Cross-curricular activities provide opportunities for students to apply knowledge and skills while fostering positive values.

Development of Generic Skills:

Through classroom learning, project learning, cross-curricular activities and life-wide learning experiences, the school fosters the development of students' generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:

Through organizing school-based activities, such as "The School Mum and Dad Programme", "The Spiritual and Moral Education Programme", "The Morality Building Lesson", "The Bonding Lesson For Teachers and Students", "The Positive Kids' Reward Scheme", "The Morality Support Lesson", "The Experiential Learning Activity", "The Mindfulness Lesson" and "The Career Planning Activity", the school thrives to promote and build up students' positive values and attitudes.

Student Support

Whole School Approach to Catering for Learner Diversity:

Adopt a proactive whole-school approach to offer enrichment programmes and advanced curriculum for gifted individuals to enlighten their potential. Implement an adaptation course for primary one students in order to help them to adapt to the new school life quickly. We also promote the 'Big Brother, Big Sister Learning Program' and 'Reading Buddies' to assist students with learning needs in literacy. Two registered Social Workers, one School-based Education Psychologist and one School-Based Speech Therapist assist students with learning needs.

Whole School Approach to Integrated Education:

Set up "Student Support Team" to support students with special educational needs. Use Learning Support Grant to organize diversified after-school learning classes to assist students with learning needs. And provide Enhanced School-based Speech Therapy Service to help students in need.

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.; and organising activities to create an inclusive learning environment in the school. In addition to teaching the formal Chinese language curriculum in small groups, NCS students are also encouraged to join a Chinese culture talent show to enhance their interest and ability in learning Chinese.

Curriculum Tailoring and Adaptation:

The school provides homework accommodations, dictation adjustments, and examination adaptations for students with special learning needs. Additionally, after school, we organize small group learning sessions to address individual differences.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The Parents and Teachers' Association provides a team of parent volunteers to facilitate arrangements for school activities and special school events, etc. PTA representatives in the School Management Committee engage in school policymaking and enable the school policies to be more transparent. In addition, we offer open classrooms at different periods of the year and invite parents for lesson observations.

School Ethos:

Implement religious activities, different rewarding schemes, personal career planning and thematic learning activities. Provide love, respect and a religious atmosphere to practise various moral education and counselling activities. Ensure good student and citizen education.

Future Development

School Development Plan:

1. The school fosters positive values and attitudes among students.
2. The school develops a school-based curriculum based on students' needs to enhance learning and teaching effectiveness.
3. The school enhances teachers' professional development in digital education and promotes the effective use of innovative technologies (including AI) to enhance students' digital literacy and skills.

Teacher Professional Training & Development:

1. Teachers are encouraged to participate in appropriate professional development courses or activities to achieve the target of 150 hours within three years and fulfil the requirements of the core training.
2. Through staff development days, collaborative lesson planning and peer lesson observations, the school enhances teaching strategies and fosters a professional learning community.
3. Teachers also actively participate in various workshops and school-based support programmes to keep abreast of the latest developments and align with current educational trends.

Others

The school implements an electronic administrative system to enhance operational efficiency and strengthen home-school communication. The school collaborates with Harrow International School Hong Kong to provide students with opportunities to participate in enrichment programmes and activities, thereby enhancing their English proficiency. To align with curriculum development, the school has incorporated the "CPCPS Specialised Curriculum" and theme-based life-wide learning activities into the regular timetable to promote students' potential and whole-person development. In addition, overseas study tours are organised to broaden students' horizons.