



柴灣角天主教小學 Chai Wan Kok 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. Leung Yee Mei	Ms. Ng Ching Ha	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					87%
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	Courage, Wisdom and Kindness	1980	Chinese (incl.: Putonghua) and English	School Bus; Nanny van	About 4100 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-				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	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	Fun Fun Playground, Love Farm - an organic farmland, student activity room, a labyrinth garden - a tool for developing Life-education.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
English Room, Music Room, Computer Room, Science Room, Art Room, IRTF Room, Multi-purpose Room, Campus TV, Theme-based Reading Room, The Sheepfold.				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		48
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%	27%	82%	44%		17%	39%

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	3	4	4	4	4	23
Mode of teaching at different levels	Elements of gifted education are immersed in classroom teaching; Small-class teaching and cooperative teaching in P.1-P.6; Emphasis on developing students' trilingual and biliterate abilities, and generic skills; DTS Programme in P.1-P.2; Putonghua is used as the medium of instruction in the Chinese Language lessons in P.1-P.4.						
Remarks	Besides the core curriculum, there are weekly assemblies & Moral Education lessons. In the afternoon, there are tutorial sessions: 'Rainbow Talent Programme' & Supported Reading Time to facilitate pupils' personal and intellectual growth. Visits of various natures will be arranged to enrich pupils' learning experience.						

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
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Diversified Assessment for Learning	Continuous assessments including formative and progressive assessments evaluate students' performance in knowledge, skills and attitudes. Each subject utilizes diverse assessment methods to assess students' theory skills and practical performance. Special arrangements are given to students with special learning needs during exams.						
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	Students are evenly distributed amongst Class A, B, C & D. (P.1-P.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	7	35 mins	8:30 AM	3:30 PM	1:15 PM - 2:15 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. Our school participates in the "sportACT" program to enhance students' mental and physical qualities. 2. We require the school lunch supplier to provide everyday lunch with cereal, vegetables and meat at the ration of 3:2:1. 3. We implement the "One Student One Sport One Art" policy, "Positive Education" and "Mindfulness training" to develop students' various abilities and character strengths.		The school promotes a "One Student, One Sport and One Art" policy, offering diverse sports and arts activities, such as drama, orchestra, music, dance, and sports teams. The English Drama Team has won top awards for four consecutive years, and the "Rainbow Talent Programme" encourages students to explore their interests and discover their individual potential.		

Life-wide Learning

Outdoor Learning Day, Parent-Child Sports Day, P.5 Educational Camp, All-round Education Week, English Drama, Orchestra, Chinese Folk Dance, School Choir, Brownies, Cubs, Scouts, CYC, STEM Gifted Team, Putonghua Ambassador, English Ambassador, Health Ambassador, Young Pioneers of Christ, Catholic Society, Science Club, Swimming Team and various sports teams.

School Mission

Jesus Christ is our model. We make every effort to evangelize and guide our students to understand God's Commandments. We emphasize the fostering of students' courage in morality, cognitive development and virtue of kindness. We show concerns towards the professional development of our teaching staff. We strengthen the connection with parents and work together in assisting our students to familiarize our Home Country and care for the benefit of human being.

School Characteristics

School Management

School Management Organisation:

The school is managed by the Incorporated Management Committee and led by the principal. The vice-principal together with the administrative teachers take charge of the school administrative work in designated functional teams for school development.

Incorporated Management Committee / School Management Committee / Management Committee:

These include the School Supervisor, the Principal, other members from the education sector, teacher, parent, alumni and independent managers.

School Green Policy:

1. Awarded the Tsuen Wan District Gold Award in the 2024/25 "Cherish Water Campus" Primary School Education Programme, encouraging students to conserve water.
2. The school has established a "Caring Farm" for organic farming, helping students develop values of food appreciation and environmental protection.
3. Participates in various environmental programmes, such as the "Jockey Club Energy Saving and Carbon Reduction Programme," and has received awards and certifications.

School's Major Concerns:

1. Continuously optimize teaching and learning strategies to enhance students' motivation, deepen their creative thinking, and improve their communication skills.
2. Develop students' positive character traits of "filial piety and gratitude," "making good use of talents," and "discernment and prudence," nurturing them to become "Chai Tian individuals" with life wisdom and the ability to distinguish right from wrong.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Emphasizes contextualised learning by implementing the Primary English Programme and using Putonghua as the medium of instruction for Chinese, enhancing students' biliterate and trilingual proficiency.
2. Adopts diversified teaching strategies, such as cooperative learning and inquiry-based learning, to foster students' creativity, self-directed learning, generic skills, and positive values.
3. Actively implements small-class teaching to strengthen students' communication skills, and conducts lesson studies in Chinese, English, Mathematics, Humanities, and Science to enhance teaching and learning effectiveness.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Continues to promote positive education.
2. Adopts a student-centred learning and teaching approach, using diversified strategies and assessments to develop an innovative school-based curriculum.
3. Integrates the curriculum to help students connect different learning areas and engage in cross-curricular learning, enriching their whole-person learning experiences and fostering holistic development.
4. Further strengthens the school-based STEAM curriculum to nurture students' interest in science, digital literacy, and a spirit of inquiry.

Development of Generic Skills:

Implements an inclusive gifted education policy by designing appropriate classroom learning activities, applying cooperative learning, and incorporating project-based and STEAM inquiry-based learning to develop students' generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:

The school promotes positive values and attitudes through Religious Studies, Personal Growth lessons, Moral and Civic Education activities, the Positive Leadership Programme, and mindfulness training.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. In order to offer the students a lot of exposure and learning opportunities, we made good use of the 'Rainbow Talent Programme'.
2. Pull-out gifted programmes are organised in Chinese, English and Maths subjects to further develop students' talents.
3. Personal Growth Programme is launched to equip students with the necessary social and learning skills.

Whole School Approach to Integrated Education:

1. Our school sets up the 'Student Support Team' and adopts 'The Whole School Approach' to cater for students' diverse learning needs.
2. Remedial classes are provided for students with learning difficulties.
3. Personal growth programme is launched to equip students with the necessary social and learning skills.
4. School-based speech therapy service and 'Individual Education Plan' are arranged to provide assistance to students in need.
5. Adjustments in homework and assessments are given to cater learning diversity.
6. Arrange parent education including training workshops and parents' talks.

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. Playgroup(using board games and flashcards to help NCS student learn Chinese), Child Care Programme (through teacher-student pairing, assisting NCS students in adapting to campus life and building social networks).

Curriculum Tailoring and Adaptation:

1. Modified assignments and assessments are adopted to take care of students with specific educational needs.
2. Designing differentiated learning tasks through tiered assignments to assist and facilitate students' learning.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Parents are our precious assets and we value them highly. Our PTA co-operates with the school to organize various students' activities, parents' education activities and interest classes. We also have regular Parents Talks, Parents Education Workshops, School Newsletters, Parents Lesson Observation and Parents Volunteers to increase the communication and tighten the bond between parents and the school.

School Ethos:

The school ethos is simple and sincere, with harmonious relationships between teachers and students and a spirit of mutual care and inclusion among the students. The school has been awarded the "Caring School" honour under the Caring School Campus Recognition Scheme.

Future Development

School Development Plan:

1. Expand learning boundaries, inspire creativity, and cultivate 21st-century competencies in students.
2. Implement school-based value education, shape positive character traits in students, and promote holistic development of body, mind, and spirit.

Teacher Professional Training & Development:

Teachers are eager to participate in different training and workshops. Also, our school organizes various school-based professional training workshops, lesson collaborative planning, peer lesson observation to enhance the effectiveness of learning and teaching.

Others

1. Awarded the "Quality Assessment Management Accreditation Scheme" certificate by the Hong Kong Examinations and Assessment Authority (2011–2025).
2. Places strong emphasis on English development, winning the "Judges' Commendation Award" four times at the Inter School Drama Festival (English section).
3. Emphasises creative development and incorporates STEM learning elements, winning the "Judges' Grand Award" and "Outstanding Award" in the General Studies "Fun and Match" Competition.
4. Emphasises bridging courses for the Pre-Primary One students - "Little Jumping Beans / Little Sprouts" programmes for kindergarten students.
5. Emphasises Secondary School Bridging Programmes for Primary 5 and Primary 6 students.
6. 'Happy learning every day; We are students in CWK.' is what we strive to achieve.