



天佑小學  
Mary of Providence Primary School

68 Ho Pui Street, Tsuen Wan, N.T.

24922929

24906498

info@mps.school.edu.hk

http://www.mps.school.edu.hk

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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. Chiu Koon See                                                                                                                                                 | Mr. Lee Hei Sum Lawrence             | 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      |
| Catholic Diocese of Hong Kong                                                                                                                                     | Please refer to the Chinese version. | 1960                              | Chinese                                         | -              | About 2120 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 |
|------------|----------|---------|-----------------------------------------|----------------------|
| -          | -        | \$50    | \$300                                   | -                    |

### School Facilities

| No. of Classroom(s)                                                                                                                                                | No. of Playground(s) | No. of School Hall(s) | No. of Library(ies) | Others                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-----------------------|---------------------|----------------------------------------------------------------------|
| 12                                                                                                                                                                 | 1                    | 1                     | 1                   | -                                                                    |
| Special Room(s)                                                                                                                                                    |                      |                       |                     | Facility(ies) for Supporting Students with Special Educational Needs |
| 9 (Multipurpose Room, Language Laboratory, Music Room, Interview Room, Counselling Room, Activity Room, Server Room, Prayer Room & English Corner, STREAM Studio). |                      |                       |                     | Ramp.                                                                |

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

|                                                        |                 |                                    |  |                            |  |                                        |  |             |  |                   |  |
|--------------------------------------------------------|-----------------|------------------------------------|--|----------------------------|--|----------------------------------------|--|-------------|--|-------------------|--|
| Number of teaching posts in the approved establishment |                 |                                    |  | 28                         |  | Total number of teachers in the school |  | 28          |  |                   |  |
| 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%            | 43%                                |  | 63%                        |  | 29%                                    |  | 14%         |  | 57%               |  |

### Class Structure

|                                                                                   | P1                                                                                                                                                                                                                                                                                                                                                  | P2 | P3 | P4 | P5 | P6 | Total |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|----|----|----|----|-------|
| 2025/2026 school year                                                             | No. of classes                                                                                                                                                                                                                                                                                                                                      | 2  | 2  | 2  | 2  | 2  | 12    |
| 2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026) | No. of classes                                                                                                                                                                                                                                                                                                                                      | 1  | 2  | 2  | 2  | 2  | 11    |
| Mode of teaching at different levels                                              | Interactive and cooperative approach to pedagogy (in which group activities strongly feature) is adopted. Reading-and-writing lessons are co-taught by NET and local English teachers. Putonghua is used as medium of instruction (MOI) in Chinese lessons. Courses for pupils with special educational needs are funded by Learning Support Grant. |    |    |    |    |    |       |
| Remarks                                                                           | -                                                                                                                                                                                                                                                                                                                                                   |    |    |    |    |    |       |

### Performance Assessment

|                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                |                                            |   |                                                                                     |     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|---|-------------------------------------------------------------------------------------|-----|
| Number of test(s) per year (P1 only)                                                                                                                                                                                                                                                                | 0                                                                                                                                                                                                                                                                                                                                                                                                              | Number of exam(s) per year (P1 only)       | 1 | 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) | 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 |
| Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                |                                            |   |                                                                                     | Yes |
| Diversified Assessment for Learning                                                                                                                                                                                                                                                                 | Apart from paper-and-pencil tests, classroom observation, small-group presentations, performance tasks etc. are used to evaluate students' learning. Flexible assessment arrangements are made according to pupils' special educational needs. Students' performance is carefully analysed to implement instructional follow-ups and provide quality-feedback for students and even analyses to their parents. |                                            |   |                                                                                     |     |
| 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                                                                                                                                                                                                                                                                               | No elite classes. Pupils are evenly placed according to their gender and academic performance.                                                                                                                                                                                                                                                                                                                 |                                            |   |                                                                                     |     |

### 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                                                   | 11                                                                                 | 30 mins                        | 7:50 AM                                                                                                                                                                                                                                                                                                                                                                                             | 3:20 PM        | 12:40 PM - 1:45 PM |
| Lunch arrangement                                        | Healthy school life                                                                |                                | Remarks                                                                                                                                                                                                                                                                                                                                                                                             |                |                    |
| Provided by designated supplier and arranged by parents. | School-based policies are formulated to encourage healthy eating habits in pupils. |                                | School days start with an English or Putonghua-medium morning assembly and a class-teacher lesson. One-hour Fun Lessons are carried out every Tuesday and Thursday. Life education is carried out every Wednesday afternoon. Diversified learning activities are carried out to cultivate students' diversified interests and stretch students' potential. School dismisses at 2:15pm every Friday. |                |                    |

## Life-wide Learning

Interest classes: Musical instruments, school choir, tennis, English drama, Taekwondo & table tennis. Saturday classes & activities: Putonghua classes, religious activities & various interest classes. On Friday afternoons: Various kind of diversified learning activities.

## School Mission

Guiding principles of Christian faith are upheld in pursuit of Christian educational goals: To provide a cordial and jovial nurturing environment to pupils with love and enthusiasm. To provide pupils with quality education, developing in them independent thinking skills in concurrence with a heightened sense of citizenship and nationality. To foster all-round spiritual, moral, intellectual, physical, social and aesthetic development of pupils.

## School Characteristics

| School Management                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>School Management Organisation:</b><br>Incorporated management committee in which representatives of teachers, parents and alumni are included.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Incorporated Management Committee / School Management Committee / Management Committee:</b><br>The Incorporated Management Committee of Mary of Providence Primary School.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>School Green Policy:</b><br>Pupils are encouraged to bring their own water bottle, cutlery and hand towel.<br>Appoint student environmental protection ambassadors to enhance the awareness of energy saving and waste recycling in class. Participate in "the Jockey Club Energy Saver in Schools Project" to reinforce students' understanding of green building and ways to reduce carbon footprint.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>School's Major Concerns:</b><br>1. Strengthen students' sense of national identity and foster the development of good values.<br>2. Enhance teaching and learning effectiveness.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Learning and Teaching Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Learning &amp; Teaching Strategies:</b><br>Integrate e-learning into the design of the chosen modules and to introduce e-learning curriculum packages to facilitate better teaching and learning of Chinese, English and Mathematics.<br>Develop independent learning capabilities in pupils through the learning and teaching of Chinese, English and Mathematics and development of generic skills. Enable students to acquire experiential learning through life-wide learning (LWL) in real contexts and authentic settings. Group learning activities feature heavily in lessons, fostering interaction, collaboration and friendship among pupils. Create a language-rich environment for pupils' effective learning of English as well as Putonghua: Putonghua is used as medium of instruction (MOI) in P.1-P.6 Chinese language lessons. Integrate the Primary Literacy Programme-Reading and Writing (PLP-R/W) into school-based P.1-P.3 English language programme.<br>The cross-curricular theme "Wonders of life" is the core of our school-based stream curriculum.                                                                   |
| <b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b><br>1. Through combining the butterfly conservation project with life education, students learn to appreciate the "colours in life" – to cherish life and live life to the fullest.<br>2. National security education is embedded into the curriculum with connection to the learning content of subjects. The school also participates in related activities to increase students' understanding of their motherland.<br>3. Enhance school campus' decorations with Chinese culture such as the "Chinese cultural corridor" and theme display boards.<br>4. Fun Lessons are added each week to allow students to engage in diversified and meaningful learning activities. These lessons foster a balanced physical and mental development and also to enrich life-wide learning experiences.<br>5. Emerging P.4 students in "new sports" to enhance their overall satisfaction and build a good community relation.<br>6. To plan students' essential learning experiences: P4&P5 students participate in community services and career-related experience courses. |
| <b>Development of Generic Skills:</b><br>Concerned about teacher-student/ student-student interaction in class for generation of student interest in learning, accommodation of individual differences and enhancement of pupils' communication skills, collaboration skills, creativity and critical thinking skills through group discussions, presentations, students' sharing of reading experience, group projects, cross-curricular reading or service learning.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Cultivation of Proper Values, Attitudes and Behaviours:</b><br>To cultivate students with qualities of perseverance, integrity, compassion, a sense of responsibility and respect for others, five Catholic Education core values are blended not only in our school-based curriculum but also in the morning assemblies, life education activity programme and school-based support services programme.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Student Support                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Whole School Approach to Catering for Learner Diversity:</b><br>1. After-school and Saturday remedial classes as well as after-school gifted classes are provided.<br>2. Pupils who are gifted in English and Mathematics are provided with courses in English creative writing and mathematical problem-solving skills.<br>3. School-based educational psychology service and school-based speech therapy service are provided.<br>4. Arranging students to participate in different inter-school and territory-wide competition.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Whole School Approach to Integrated Education:</b><br>The 3-Tier Support Model has been adopted in our school in order to cater the students' learning diversity. A refined curriculum, remedial teaching and individual support do help promote the learning of students with SEN.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Education Support for Non-Chinese Speaking (NCS) Students:</b><br>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; organising activities to create an inclusive learning environment in the school; and our school uses Putonghua to teach Chinese in all classes / groups at all levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc.<br>To appoint additional teaching assistant(s) to support NCS students' learning of Chinese (including supporting students' learning of Chinese and Putonghua in class). To organize an after-school homework remedial class, a Chinese learning class and assist in organizing activities that promote cultural inclusion. To purchase learning and teaching resources to facilitate NCS students' learning of Chinese.                                                                                       |
| <b>Curriculum Tailoring and Adaptation:</b><br>Instructional content is adapted according to learning aptitude and attainment of pupils and teaching materials of graded difficulty is available. Assignments are modified and flexible assessment arrangements are made according to pupils' special educational needs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Home-School Co-operation and School Ethos                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Home-School Co-operation:</b><br>Constituting a bridge of communication which links parents with the School and working in close collaboration with teachers, the Parent-Teacher Association organizes a variety of activities such as PTA picnics, recycling of school uniforms and second-hand books charity sale as well as 'Storytelling Mums and Dads'. Two parent representatives who are the members of IMC give advice on the school policies and development.<br>The school effectively utilizes funding from the EDB to organize activities and courses related to the mental health of students and parents, to assist parents in enhancing students' learning motivation and self-management skills, improving discipline and communication skills and establishing a positive parent-child relationship.                                                                                                                                                                                                                                                                                                                               |
| <b>School Ethos:</b><br>Emphasis is placed on instilling discipline in pupils to maintain a strong positive ethos. Pupils show good manners towards other people as well as great respect for school rules and care about their school friends. A proactive approach to the provision of guidance according to individual needs to help pupils in their growth is adopted for the reinforcement of pupils' good behaviour and positive attitudes.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Future Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>School Development Plan:</b><br>To create a healthy and jovial learning environment. Fully committed to enhancing pupils' language proficiency. Inculcate in pupils positive values and driving ambition to walk in the footsteps of Jesus Christ.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Teacher Professional Training &amp; Development:</b><br>Enhance professional development of teachers through teachers' development days, workshops, collaborative lesson planning and post-lesson observation discussions. Participate in Learning & Support Programme: Catholic Diocese of Hong Kong (The CEO Project).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Others                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 1. A butterfly conservation project organized jointly with alumni.<br>2. The Parent-Teacher Association jointly organize short trips, cooking class, day camps and workshops with our school to promote home-school co-operation.<br>3. To advocate the community-based project, our school provides some students from low income families the after-school tutorial classes and interest classes with the help of Caritas Institute of Community Education.<br>4. Jockey Club School Mindfulness Project.<br>5. Values Education Programme.<br>6. Straighten Up Campus Campaign. Throughout the year, there are reading reward program, theme book reading, "super readers" contest and different library activities such as reading club, a date with my reading buddy, World Reading Day activities etc. to encourage students to read more Chinese and English books.                                                                                                                                                                                                                                                                             |