



瑪利曼小學 Marymount Primary School

LG 1/F, G/F, 1/F, 2/F, 3/F & 4/F, 336 Tai Hang Road, Wanchai, 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
Dr. Hui Kam Ping Edith Eadaoin	Ms. Lo Ka Ming Brenda	Established	Aided Whole Day	Girls	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
HKCLC Education Institute Co. Ltd.	The Lord is My Light	1927	English	Nanny van	About 11204 Sq. M
Feeder Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
Marymount Secondary School			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	Specific purpose charge \$700	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Chapel, Small Group Teaching Room, General Studies Room, Music Room, Visual Arts Room, Computer Room, Language and Music Activity Room, Student Activity Centre				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				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%	48%	84%	19%		15%	66%

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	Diversified teaching and learning strategies. Small group teaching classes for students with learning needs.						
Remarks	-						

Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	0	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	Diversified assessment mode has been adopted in the school				
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 Primary One to Primary Six				

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	40 mins	8:00 AM	3:00 PM	12:40 PM - 1:40 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Picnic Day, Sports Day, Games Day, PTA Outing, Religious Formation, Health Talks, Earth Day, Fun Fair, Summer Concert, Physical Fitness Award Scheme and Festive Celebrations.		Students should stay at school for lunch. Supplier provides lunch every day. Alternatively, students can bring their own lunch boxes and parents can make arrangements for lunch delivery to students.		

Life-wide Learning

To develop and enhance students' multiple intelligences, the school has organized various school teams and fee-charging interest groups. Students actively participate in various activities, including visits, outdoor learning, religious activities, voluntary services, and different types of competitions.

School Mission

Marymount Primary School aims to provide quality education. We aim at the greater development of our students in moral, intellectual, physical, social, aesthetic and spiritual aspects based on our Catholic and cultural traditions.

School Characteristics

School Management

School Management Organisation:

The school is managed by the Incorporated Management Committee. The school administration spreads under three divisions, namely "School Leadership and Management", "Learning and Teaching", "Pastoral Care & Student Formation".

Incorporated Management Committee / School Management Committee / Management Committee:

Incorporated Management Committee was established in August 2015. It comprises members from School Sponsoring Body and stakeholders including teachers, parents, alumnae and independent member.

School Green Policy:

Teachers and students are provided with suggested measures and activities in saving resources, reducing wastes and upholding the sustainability policy for our environmentally-friendly school campus.

School's Major Concerns:

- To promote the Mental, Physical and Spiritual/Social Well-being for nurturing our students to become HAPPY. (PERMA)
 - H - Harmonious Relationship (PERMA – Relationship)
 - A - Accomplishment (PERMA – Accomplishment)
 - P - Purpose in Life (PERMA – Meaning)
 - P - Participation (PERMA – Engagement)
 - Y - "Yes I can!" Emotions (PERMA – Positive Emotion)
- To enhance effective diverse learning processes for cultivating our students to become Multi-perspective MPS Thinkers and Respectful MPS Collaborators.

Learning and Teaching Plan

Learning & Teaching Strategies:

Lessons and learning activities are planned and conducted to meet the MPS Teaching Philosophy, which aims to provide students with a Motivating, Interactive, Inspiring, Effective and Reflective atmosphere for learning. Bloom's Taxonomy is applied in questioning during lesson time to enhance students' high order thinking abilities.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- Making good use of learning time and creating space to promote a balanced physical and mental development.
- Enriching life-wide learning experiences and promoting whole-person development.

Development of Generic Skills:

Generic skills are developed through learning in different Key Learning Areas and life-wide learning activities.

Cultivation of Proper Values, Attitudes and Behaviours:

Foster positive values and attitudes in students through everyday events and activities like assemblies, talks, and the school-based curriculum, the Shining Gems Program. This program helps students discover attributes like Responsibility, Gratitude, Care, Integrity, Perseverance, and Wisdom, which are essential for their growth as global citizens and future leaders.

Student Support

Whole School Approach to Catering for Learner Diversity:

- High-achievers/Gifted students will be selected for pull-out programmes and competitions.
- Small-group teaching in Chinese and Mathematics is provided to support students' needs.
- Understanding Adolescent Project is organized for P.4-P.6 students to enhance their resilience in coping with changes.

Whole School Approach to Integrated Education:

- Through the 'Early Identification and Intervention Programme for P.1 Students with Learning Difficulties', support will be given to P.1 students with special educational needs.
- Enhanced School-based Speech Therapy Service is provided for students with Speech and Language Impairment.
- After-school homework support classes are provided to support students' needs.
- Assessment and homework accommodations are provided for students with special educational needs.

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. Additional support:

- Self-study Learning Groups
- Small Class Teaching
- Reading Buddy & Super I-pen Reading Scheme
- School-Based Vocabulary Cards
- Other Related Learning Experiences: Chinese Culture Competition, Museum Visits, Cantonese Opera Workshop, Traditional Handicraft Workshop

Curriculum Tailoring and Adaptation:

The school employs diverse teaching strategies to cater to students' individual learning needs. Necessary accommodation will be provided to support students' learning and assessment in order to create an environment that allows them to unleash their potential.

Home-School Co-operation and School Ethos

Home-School Co-operation:

MPS-PTA is a collaborative partnership between parents and the school, working together for student benefits. This dynamic association provides practical assistance, facilitates communication, and promotes parent education. MPS parents actively support PTA and school activities as Parent Helpers, fostering a strong sense of belonging within the MPS community.

School Ethos:

The school cultivates a sense of belonging among students, teachers, and parents, fostering a harmonious and respectful relationship. The Guidance and Formation Team, along with the Parent-Teacher Association, promotes Home-School Collaboration for the well-rounded development of students.

Future Development

School Development Plan:

- Interactive Classroom Settings for facilitating students' Thinking Skills and Collaboration.
- Kids Gym for Student Wellness.
- Parent Education for facilitating students' whole-person development collaboratively.
- Promote the well-being of students and teachers through Positive Education -- PERMA.
- Build a Learning Community among teachers for a sustainable school development.
- Enhance an effective learning process through 3T lessons (Target, Task, Takeaway) and diverse teaching strategies.

Teacher Professional Training & Development:

Teachers stay current with educational policies, guidance, and information through school-organized staff development activities and those offered by other educational institutions and the Education Bureau. The school aligns with the Teacher Competencies Framework by the Advisory Committee on Teacher Education and Qualifications to meet the needs of students and the school.

Others

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