



愛秩序灣官立小學

Aldrich Bay Government Primary School

1 Oi Lai Street, Shau Kei Wan, Hong Kong

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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
Mr. WU KUI-WAH, THOMAS	Mr. Chui Ka Cheung	Not Applicable	Gov't Whole Day	Co-ed	Not Applicable
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Government	Respectable, Humble, Thoughtful, Prompt	2000	Chinese	School Bus	About 6000 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
Queen's College, Shau Kei Wan Government Secondary School, Clementi Secondary School					
			-		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 Management fee \$250	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	3	1	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Library, Computer Room, STEAM Room, Maker Room, Visual Art Room, Two Music Rooms, Student Activity Room, English Room and Conference Room.				Accessible lift, Accessible toilet, Tactile guide path and Accessible public information / service counter.

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

Number of teaching posts in the approved establishment				55	Total number of teachers in the school		59
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%	20%	56%	12%	14%	74%	

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	5	5	5	5	5	30
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	4	5	5	5	5	29
Mode of teaching at different levels	The school adopts small class teaching, self-directed learning and e-learning to raise students' learning interest.						
Remarks	Two Native English Teachers (NET) who teach English speaking and reading in different classes.						

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
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Diversified Assessment for Learning	Adopting diversified assessment for learning (like reading aloud, telling stories, project learning, group discussion, presentation, etc.) to assess students learning outcomes and abilities. Also, flexible assessment arrangements are provided for SEN students.						
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 streaming in P.1, P.2 and P.6. Streaming according to students' academic performance and special learning needs in P.3-P.5.						

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	8	35 mins	8:15 AM	3:15 PM	12:30 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and students bring their own lunch.	To promote Sport For All and promote physical and mental health of students in PE curriculum. Talks are held to enrich the knowledge of health and healthy eating of our students.		Different extra-curricular activities are organized after school. Learning support groups are organized to support students with special educational needs and Non-Chinese Speaking (NCS) students. Both extra-curricular activities and learning support groups are scheduled from 3:15 pm to 4:45 pm.		

Life-wide Learning

The school carries out a "Multiple Intelligences Programme" every Wednesday and Friday afternoon. The programme divided into four categories: academic, sports, art, interest, and are led by professional tutors and teachers. In addition, students can choose to participate after-school extra-curricular activities. They include school teams training and multiple intelligence interest classes. School teams training are selected by the school. Multiple intelligence interest classes are freely participated by students. Seminars, visits, overseas learning, day camp, different kinds of activities are also provided.

School Mission

Helping students learn from experience, create success with success; providing a pleasant learning environment and a balanced, orderly and diversified curriculum to inspire students in thinking, positive attitudes establishment and respectful character in the life.

School Characteristics

School Management

School Management Organisation:

Three deputy heads, fourteen senior teachers, thirty class teachers, one teacher librarian, two NET and two student guidance personnel. There are nearly eighty teachers and office staff in our school.

Incorporated Management Committee / School Management Committee / Management Committee:

The School Management Committee includes EDB members, two teacher representatives, two parent representatives, the principal and two individual members. The committee members meet regularly to discuss the new education issues and important matters arise in the school.

School Green Policy:

The school promotes natural conservation, set up a tree trail, green campus, and create a natural environment for education. Also, in response to saving electricity, proper use of lighting, air-conditioning and paper are adopted.

School's Major Concerns:

1. Cultivate good character and promote holistic well-being.
2. Enhance teaching and learning effectiveness and establish a culture of feedback.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. To enhance students' self-directed learning;
2. To use different self-directed learning strategies;
3. To establish the correct attitude of self-directed learning and the sense of responsibility for learning through feedback, reflection and learning adjustment.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Promote positive education and civic education to cultivate students' positive values.
2. Strengthen students' understanding of the country and Chinese culture, and build a sense of national belonging.
3. Implement blended learning to improve students' self-directed learning and teaching effectiveness.
4. Promote creative thinking and STEAM education and enhance students' creativity and problem-solving skills.
5. Promote reading across the curriculum, increase opportunities for students to read and speak in English, and improve their reading and speaking skills.

Development of Generic Skills:

To develop our students' generic skills through classroom activities, discussions, project learning, extra-curricular activities and various competitions.

Cultivation of Proper Values, Attitudes and Behaviours:

1. Whole school approach in students guidance programme is established to strengthen the positive elements of students.
2. Through class management, such as setting class goals, designing slogans, teacher encouragement cards, positive life event books, appointments with students, classroom arrangement, etc., to enhance students' positive values.
3. Organize a variety of extra-curricular activities to enhance students' sense of accomplishment and explore their positive potential.

Student Support

Whole School Approach to Catering for Learner Diversity:

Our school employs a diverse support system, fostering close collaboration among teachers and parents to create a safe and inclusive learning environment for students. In areas such as class structure, lesson planning, classroom activities and assessment mechanisms, we prioritize addressing the diverse special educational needs of students to ensure they receive appropriate support.

Whole School Approach to Integrated Education:

We adopt the Whole School Approach to support students with Special Educational Needs (SEN). By utilizing the Learning Support Grant and deploying resources effectively, we provide students with appropriate and diversified support services. This enables students to develop their potential and promotes mutual respect for individual differences among teachers and students, collectively creating an inclusive school.

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; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; and organising activities to create an inclusive learning environment in the school.

Curriculum Tailoring and Adaptation:

Teachers conduct regular collaborative lesson planning meetings to implement curriculum and assessment adaptations based on students' needs. During examinations, special arrangements such as extended time or supervised withdrawal are provided for individual needs. Through school-based enrichment and remedial programmes, we aim to develop students' diverse potentials and better cater to learner diversity.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The Parent-Teacher Association has established a "Parent College" to regularly organize diversified parent-child activities, talks, and workshops to provide developmental and preventive parent education, thereby strengthening parent-child relationships and creating a warm and happy family life.

School Ethos:

1. To nurture students' diligence and discipline, frugal and environmentally friendly, cultivating love, and helping students to care for each other.
2. To promote "one student, one duty" and encourage them to join the uniform groups to raise their confidence and responsibilities.
3. To train the student ambassadors and prefects to have good communication and cooperation skills.
4. To raise pupils' confidence and multiple intelligence through a variety of extra-curricular activities.

Future Development

School Development Plan:

1. Cultivate good character and promote holistic well-being.
2. Enhance teaching and learning effectiveness and establish a culture of feedback.

Teacher Professional Training & Development:

1. Encourage teachers to participate in thematic seminars, focusing on training teachers on the development of school subjects.
2. Participate in the school-based support programmes of the Education Bureau and the University partnership programmes to improve the professional level of teachers.
3. Organize workshops and lectures related to new teaching trends and school projects.

Others

1. To provide after school training for gifted students and recommend extracurricular training to popularize gifted education.
2. To cooperate with universities, secondary schools, primary schools and professional groups to promote curriculum reforms so as to enhance the quality of learning and teaching.
3. To participate in overseas study exchange programs and sister school scheme to allow teachers and students to have a better understanding about education in the world and Mainland.
4. To conduct "Best Students Award" for praising students' outstanding performance in academics, conduct, services, sports, arts and STEAM. We also have alumni scholarship to award students with outstanding academic performance.