基督教香港信義會信愛學校
The ELCHK Faith Love Lutheran 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. Cheung Yin Kwan	Ms. Lam Nga Fun	Established	Aided Whole Day	Co-ed	Protestantism / Christianity
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
The Evangelical Lutheran Church of Hong Kong	Pursue righteousness by faith; Attain benevolence through enlightenment.	1961	Chinese	School Bus	About 900 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
-	-	$30	$300	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	PTA Room, School Pastor Room, Counselling Room, Teaching Resource Room, PE Resource Room, Medical Room, Server Room.

Special Room(s)	Facility(ies) for Supporting Students with Special Educational Needs
Computer Room, Music Room, Visual Arts Room, English Room, Campus TV Studio, Chinese Culture Room, Health Care & Environmental Resource Room, Discovery Centre, Multi-media Activity Room, Interactive Learning Room, 360° VR Teaching Classroom, Library	Ramp, Accessible lift, Accessible toilet and Tactile guide path plan.

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

Number of teaching posts in the approved establishment	19	Total number of teachers in the school	24

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
94%	100%	30%	100%	30%	17%	53%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	1	1	1	1	1	2	7
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	0	1	1	1	1	1	5

Mode of teaching at different levels	E-Learning approach is adopted in P.1 to P.6, in which P.3 to P.6 students bring their own device (BYOD) to the school to learn Chinese Language, English Language, Mathematics, General Studies, Putonghua, Computer Studies, etc. Pre-/after-school remedial programmes, pull-out class programmes and co-teaching are provided to support students.
Remarks	-

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
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders	Yes
Diversified Assessment for Learning	1. Diversified modes of assessment and formative assessment are conducted through written assessment, e-Learning, project study, practical assessment, evaluation, etc. 2. Assessment for Learning: Students' strength and weakness in learning are identified by analyzing the data with Rasch Model; Self- and Peer-Assessment are also both included in every subject.
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 allocated with gifted and remedial programmes provided to cater for students' individual needs and abilities.

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	10	35 mins	7:50 AM	3:30 PM	12:00 PM - 12:50 PM

Lunch arrangement	Healthy school life	Remarks
Provided by designated supplier, arranged by parents and To help students reheat lunchboxes with cooking steamer.	Develop a healthy school campus with Morning Assembly, Birthday Party, Praise Dance, Postural Exercises, Physical Fitness, Rope Skipping, Healthy Lunch, Hymn Listening after Lunch, Joyful Fruit Month, Moral and Civic Education Chart, Energy Saving, One Person One Flower, Waste Less and Low Carbon Living Style.	Life-wide Learning Period and ECA every week; After-school Child Care to support working parents; After-school Tutorial Class (including SEN and Non-Chinese Speaking Students).

Life-wide Learning

English Drama, Handbell, e-Orchestra, Choir, Taekwondo, Rope Skipping, Drone Soccer, Basketball Team, Cricket Team, Table Tennis, Dodgeball, Kin-Ball, Pickleball, Futnet, Draughts, VX Ball, Cub Scout, Flag-raising Team, Little School Reporters, Ceramics, K-pop Dance, Break Dance, Lion Dance, Skateboarding, Magic, Tea Art, Robotics, Community Youth Club, Junior Police Call

School Mission

To preach the gospel to students so that they can receive redemption through Jesus Christ and accept Him as their Saviour; to provide a holistic education to students so that they can have a balanced growth in spiritual, moral, intellectual, physical, inter-personal and aesthetic development.

School Characteristics

School Management

School Management Organisation:
School Development Committee, Executive Council, Staff Committee and 20 different subject panels collaboratively manage and develop the school.

Incorporated Management Committee / School Management Committee / Management Committee:
The Incorporated Management Committee consists of 15 members.

School Green Policy:
The school has joined BEC Jockey Club Intelligent Resource Management Programme; Jockey Club BEAM Plus in Schools Project; Cherish Water Campus Integrated Education Programme and received “Gold Award (Hong Kong East)” and “Water Conservation Star Award”; Pilot Scheme for Provision of Necessary Equipment for ‘Plastic-free’ School Lunch; Sustainable Development School Outreach Programme by Council for Sustainable Development. Jockey Club BEAM Plus in School Project Energy Monitoring System. The school also sets up recycling bins on each floor, recycles food waste every day.

School's Major Concerns:
Concern 1: To strengthen multiple learning strategies; To cater for various learning diversity; To promote learning and teaching effectiveness
Concern 2: To uphold positive values and attitudes; To be a courage, faith and love student.

Learning and Teaching Plan

Learning & Teaching Strategies:
Advocate e-learning, STREAM education and cross-curricular activities to strengthen students' ability to integrate and apply their knowledge and skills across different subject disciplines; Promote students' self-directed learning, sense of national identity and positive values; Cultivate a happy campus life by providing students with various study tours and service learning. Students learn more about traditional Chinese culture and thereby cultivate their sense of national identity through the participation on Chinese Culture Day. They also learn about national security education and being cultivated a sense of belonging towards country and national identity through the participation in Nanjing Massacre Remembrance Day, Constitution Day, flag-raising ceremony, speeches under the national flag, etc.

Development of Major Renewed Emphases of the Primary Education Curriculum:
1. Strengthen Values Education (including Value Education, National Education and National Security Education)
2. Better catering for learner diversity

Development of Generic Skills:
Develop students' generic skills by providing different learning experiences, project learning and cross-curricular activities.

Cultivation of Proper Values, Attitudes and Behaviours:
To help students identify character strengths; develop a sense of hope and gratitude; build positive communication skills; learn to cherish the things they have; adapt a proactive and optimistic attitude towards life.

Student Support

Whole School Approach to Catering for Learner Diversity:
Cater for diverse learning needs of students with “the 3-Tier Support Model”:
1. Tier-1 support refers to early identification and catering for all students with diverse learning and adjustment needs;
2. Tier-2 support refers to additional support / “add on” intervention, such as social groups, literacy groups and pull-out remedial tutorial for students with persistent learning or adjustment difficulties;
3. Tier-3 support refers to individualized intensive support for students with persistent and severe learning or adjustment difficulties.

Whole School Approach to Integrated Education:
School-based Speech Therapy Service, School-based Educational Psychology Service, Exam Adaptations. Through different activities, students are encouraged to recognize and respect each person's uniqueness and special 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; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; organising activities to create an inclusive learning environment in the school; hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents of NCS students; 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. Support for SEN NCS students: IEP development, teaching material adaptation, group training, and parent liaison by NCS teachers.

Curriculum Tailoring and Adaptation:
"Cater for Learner Differences" with gifted, enriched and remedial classes, especially for elite students. Supportive measures such as homework, dictation, exam adaptation and graded worksheets are also provided for students with special educational needs to take care of students' learning diversity.

Home-School Co-operation and School Ethos

Home-School Co-operation:
Various activities are conducted to promote parent-school relationship and create an enabling environment for students’ positive youth development, such as “Series on Family Education”, Parent Volunteer Programme, Tea Party, Parent-Child Day Trip, Interest Classes and Student Academic Achievement Awards.

School Ethos:
The school is filled with spiritual atmosphere. Students have the virtues of loving the Lord, others and themselves. They are diligent, self-directed and willing to serve. In order to live up to "Merging Spirit, Counselling and Discipline", Morning Prayers, Workshops, Talks, "Understanding Adolescent Project", Anti-adversity Activities, Outdoor Experience, Positive Education, Classroom Duty, Class Management, and Counselling are provided to support students' needs, improve their confidence, develop a sense of achievement, responsibility and belonging, and thus to nurture a harmonious and healthy campus.

Future Development

School Development Plan:
1. Caring School, Healthy School, e-School Campus and advocating Positive Education.
2. Curriculum Development: Students bring their own devices (BYOD) to the school for electronic and self-directed learning; promoting "Assessment for Learning"; The school also attaches importance to reading and writing, Space Town Programme: Teaching with Children's Books, Multi-Text Reading, VR Writing (Chinese Language); PLPR/W Programme in English, Keys2 Literature and Process Writing, English Drama Education (English Language); development of STREAM education with Mathematics, General Studies and Computer Studies as the core, and children's talents in sports and arts.
3. Service and Exchange Programme.
4. Scholarships and Awards.
5. Make good use of 360° VR Teaching Classroom for writing and art appreciation learning

Teacher Professional Training & Development:
School-based supportive services include CUHK QEF Project for General Studies; and QTN Project on “Whole School Curriculum Planning on STREAM Education”, which strengthen teachers' professional development.
Our teachers participate in a variety of training programmes according to school development plan, administrative and educational needs as well as personal interest. Experience sharing will be held occasionally both inside and outside school.

Others

Our school has been one of the landmarks of Chai Wan throughout the past years. With the solid, contemporary curriculum development and sufficient learning support, our school has been nurturing highly-recognized distinguished alumni.