



慈雲山天主教小學 Tsz Wan Shan 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
Father Ngai Tak Man Elton	Ms. Siu Yan	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					50%
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	Strive for Persistency & Self-improvement in Christ!	2002	Chinese (incl.: Putonghua) and English	School Bus	About 10000 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
30	3	1	1	4 Remedial Rooms, 1 SGT office.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Students Activity Room, Prayer Room, Art and Craft Room, General Studies Room, Maker Space, Stem Room, Music Room, PTA Resource Room, Mental Wellness Room, Reading Wonderland, etc.				Accessible lift, Accessible toilet, Braille and tactile floor plan, Tactile guide path and Visual fire alarm system.

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		58
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
91%	100%	33%	74%	34%	19%	47%

Class Structure

				P1	P2	P3	P4	P5	P6	Total
2025/2026 school year				No. of classes	5	4	5	5	5	29
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)				No. of classes	2	5	4	5	5	26
Mode of teaching at different levels		1. Implement dual-class teacher system in primary one. Small classes teaching programme. 2. P.2-3 are divided into classes based on a combination of abilities and average academic performance, with some small support groups to provide additional learning support. P.4-6 are divided into classes based on a combination of Chinese, English, etc. 3. After school remedial classes in P.1-P.6 for students.								
Remarks		For the Chinese subject, all classes are taught in Cantonese and Putonghua. In addition, Putonghua is a compulsory subject for all students.								

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)		1	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	1. Formative assessments will be conducted in P.1. In addition to written assessments, some subjects in P.2-P.6 will include skills assessments and formative assessments. 2. Skills tests and formative assessment accommodations are given to students with special needs, including reading aloud of papers, enlarged question papers, and adding extra time.						
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	P.2-P.3 are divided equally into classes based on a mix of abilities, academic performance, and gender. In P.4-P.6, top students are selected into two elite classes based on their total marks of Chinese, English and Mathematics as well as attaining a conduct grade B or above.						

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	7:55 AM	3:15 PM	12:30 PM - 1:20 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. Promote healthy campus policies, and hold regular hygiene and health seminars for students. 2. Promote physical fitness, "School Sports Programme" and other plans to provide more opportunities for students to do sports.		There are tutorials every day after lunch. After the tutorial classes, different activities are arranged according to the schedule, such as monthly assemblies, moral and civic education activities, life education and health education activities, extracurricular activities, etc., to develop students' multiple intelligences.		

Through different extracurricular activities and other learning experiences, students can develop their potential, cultivate interests and enhance self-confidence. Activities include: Mathematics Olympiad, English speaking training, Scrabble, etc.; table tennis, K-POP dance, etc.; visual arts, handbells, rhythm music, English drama, etc.; service teams Young Pioneers of Christ, Cub Scouts, Flag Raising Team, English and Putonghua Ambassadors, Constitution and Basic Law Ambassadors, etc.

School Mission

Our school takes Christ as the foundation of education and imitates the spirit of St. Vincent de Paul, : the spirit of education without discrimination. We aim to create a pleasant learning environment for students so that they can take the initiative to learn and cultivate good character in a joyful and harmonious atmosphere, build a spirit of self-discipline, develop the ability to distinguish right from wrong, correct values and a strong sense of citizenship. We hope our students are willing to take responsibility and serve the community.

School Characteristics

School Management

School Management Organisation:

Under the supervision of IMC, the principal, vice principals and PSMs lead different function groups to deliver quality education according to the four domains 'Management and Organisation', 'Learning and Teaching', 'Student Support' and 'Student Performance', plan school development and manage daily operations. Each subject has 2-3 panel chairpersons who guide the development of their respective subjects.

Incorporated Management Committee / School Management Committee / Management Committee:

The IMC members include a priest, experienced principals, professionals of other expertise, independent person, teachers, parents and alumni.

School Green Policy:

Since 2025, the school has been joining an energy saving & environmental protection programme co-organised by Catholic Diocese of Hong Kong and The Jockey Club.

School's Major Concerns:

- 1. Strengthen students' physically, psychologically and mentally development healthily, as they can become a growth mindset and good nature of TWSCPS students.
- 2. Foster comprehensive learning abilities through thematic learning.
- 3. Strengthen the connection among teaching, learning and assessment to promote learning effectiveness.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. Emphasise a language-rich environment, actively promoting contextualized teaching through a variety of comprehensive learning activities such as English Themed Learning Weeks, Mandarin Themed Learning Weeks, English drama, puppet shows, and Putonghua scavenger hunts, enhancing students' ability to be proactive in biliterate and trilingual communication.
- 2. Implement thematic learning by promoting Chinese Culture Day, Thematic Reading Day and STEAM DAY, as well as organising overseas exchange activities and encourage participation in diverse extracurricular activities to broaden students' horizons.
- 3. Promote STEAM education by holding cross-curricular STEAM learning activities to cultivate students' generic skills and applied skills, such as creative problem-solving.
- 4. Actively promote gifted education, tiered support teaching, e-learning programmes, and a diversified homework policy to cater for learner diversity. Encourage students to develop multiple intelligences.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. Values Education: The curriculum combines the five core values of Catholic education, 12 priority values and attitudes, Chinese culture, and positive education elements to strengthen national and national security education. It is systematically implemented through morning assemblies, monthly assemblies, various subject courses, personal growth lessons, and moral and national education lessons to promote the healthy development of students' mind, body, and spirit and cultivate students into good citizens who love the country and Hong Kong.
- 2. Learning Through Reading: Implementing reading award programmes, thematic books promotion plans, Reading Days, and online reading programmes. Promote the "Shared Reading" and "One Teacher, One Good Book" programmes.
- 3. Making Good Use of Class Time to Create Space: Effectively utilising afternoon time for multiple intelligence learning activities such as STEAM activities, sports activities, art activities, inter-class competitions, and seminars.

Development of Generic Skills:

Provide various learning experiences and project learning, we develop students' communication, collaboration, critical thinking skills and creativity. Our curriculum aims to promote students' whole-person development and cultivate their lifelong learning and independent learning abilities.

Cultivation of Proper Values, Attitudes and Behaviours:

The school-based curriculum combines the five core values of Catholic education, national education , positive education, moral education, personal growth and health education, as well as experiential learning activities, to cultivate students' development of positive values and attitudes.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1. Continuously optimise classroom teaching. Teachers use different strategies, such as multi-sensory teaching, group learning, information technology-assisted teaching, etc., to design classroom activities according to students' different learning styles and abilities.
- 2. Arrange students to participate in study tours and service activities outside Hong Kong to broaden students' horizons and enhance their self-confidence.
- 3. Use diversified teaching and assessment methods to establish a compatible learning environment.

Whole School Approach to Integrated Education:

- 1. Our school is committed to create a caring and inclusive campus. Hold regular teacher workshops and strengthen Tier 1 support to provide students with appropriate support through a whole-school participation model.
- 2. Diversified group activities and services help students engage in campus activities and enrich their learning experience.
- 3. Improve students' learning motivation and confidence, formulate homework and assessment adjustment policies, and set up supporting small classes, etc.
- 4. Provides parents with strategies to support their children's learning and growth. Educational support for non-Chinese speaking students: Providing learning support when necessary.

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; 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.

Curriculum Tailoring and Adaptation:

- 1. Promote small class teaching, school-based curriculum is added to some subjects.
- 2. Adopt the three-tiered framework implementation mode to develop school-based gifted education. This involves integrating gifted education elements into various Key Learning Areas (KLAs) to enhance students' higher-order thinking skills, creativity, as well as personal-social competence through enrichment, extension, and innovative content.
- 3. Provide diverse groups and school teams for students with different needs to discover their strengths and enhance their learning abilities, such as after-school remedial classes for Chinese, English and Mathematics, English learning groups, gifted training classes and Olympiad Mathematics training classes.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Monthly and school newsletters are published to communicate with parents regularly. Recruit parent volunteers and regularly organise special lectures for parents, parent-child trips and other activities to enhance parents' sense of belonging to the school.

School Ethos:

- 1. Jesus Christ is the foundation of our school. We follow the principles of the Gospel to provide whole person education and nurture students to become positive and caring individuals.
- 2. Through school-based counselling activities like personal growth lessons / groups, Self-perfection programme, Sunshine Call programme, TWSCPS Student Award Programme, Most Improved Student Award Programme, peer-tutoring programme, healthy eating in school programme, orientation programme for P.1 Students, seminars on secondary schooling, prefect training scheme, etc.

Future Development

School Development Plan:

- 1. Based on the five core values of Catholic education, help students establish positive values and encourage them to practise the values in their daily lives. We aim to nurture future generations with the qualities of a good Tsz Wan Shan Catholic Primary School student.
- 2. To encourage students to care about world affairs, broaden their learning experience, and cultivate them to become good world citizens, love the country and Hong Kong as well as have an international perspective.
- 3. Optimising curriculum planning, enhancing the connection between teaching and assessment, and introducing electronic platforms.

Teacher Professional Training & Development:

Arrange for teachers to participate in curriculum support programmes. Enhance teaching and learning effectiveness through collaborative lesson planning, peer observation and regular cross-border exchange activities. Organise not less than 3-days of teacher development days each year, conduct school-based workshops and organise workshops.

Others

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