華德學校
Bishop Walsh Primary School
150 Junction Road, Kowloon
23372058 info@bishopwalsh.edu.hk
23361664 http://www.bishopwalsh.edu.hk

41
POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Li Quing Fai	Ms. Lo Shuk Yee Jenny	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	Diligence, Prudence, Humbleness, Faithfulness	1963	Chinese (incl.: Putonghua) and English	School Bus; Nanny van	About 3123 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
-	-	$25	$400	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	Labyrinth Garden, Planting Plot, Interactive Learning Corner and Campus TV.

Special Room(s)	Facility(ies) for Supporting Students with Special Educational Needs
STEM Lab, Reading Room, Dance Studio, Visual Art Room, Music Room, English Activity Room, Library, Prayer Room, Smart Gym Room, Computer Room, Guidance Rooms, Conference Room.	Ramp, 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	45	Total number of teachers in the school	50

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%	40%	66%	8%	30%	62%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	4	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	4	24

Mode of teaching at different levels	To enhance teaching and learning, Small Class Teaching is implemented. To cater to students' diverse learning needs, various after-school classes are organized.
Remarks	1. To develop talents through the school-based gifted programmes. Students are encouraged to enhance their potential by participating in different internationally recognized exams and outside-school training. 2. To develop generic skills and build positive values through Cross-curricular Project Learning Week.

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	No
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	No
Diversified Assessment for Learning	Different modes of assessment, including self assessment and peer assessment, are used in order to enhance teaching and learning. Diversified assessment is implemented through Project Learning and Thematic Learning. The assessment policy, which includes three assessments per school year, becomes effective in the 2025–2026 academic year.
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	Streaming according to students' English academic abilities in Primary 5 and 6.

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	8:10 AM	3:15 PM	1:00 PM - 2:00 PM

Lunch arrangement	Healthy school life	Remarks
Provided by designated supplier and arranged by parents.	To encourage students to pursue holistic health, the school has become a member of the Whole School Health Programme and actively participates in the 4RS. Arrangements are made for students to take part as 'Environmental Ambassadors,' and a positive campus environment is fostered through mindfulness practices, prayers, mental health seminars, and workshops.	To make effective use of learning time and create additional space for enriching educational experiences, various activities are conducted in the afternoons through multiple intelligences education and growth education. In addition, the school provides a range of holistic learning experiences, including all-round outdoor learning days, Chinese Culture Day, education camps, and exchange activities within Mainland and overseas.

Life-wide Learning

Interest groups, school teams, and clubs that nurture Students' multiple intelligences are organized as follows:

- Stem (Robot programming, Drone training)

- Catholic communities (Pioneers of Christ)

- Music groups (String Orchestra, Wind Band, Choir, Percussion Band)

- Physical Training (Football, Swimming, Fancy Rope Skipping, Jazz Dance, Fencing, Taekwondo, Artistic Cycling, Indoor Bouldering, Athletics Class, Chinese Dance, Basketball, Table Tennis)

- Arts group (Chinese Painting)

- Uniformed and training groups (Road Safety Patrol, Red Cross Junior Unit, Scouts, Community Youth Club, Flag-raising team, Student Council, Hong Kong Basic Law Ambassadors, Eco-ambassadors)

- Academic training (Chinese and English Debate Teams, English Drama, Chinese opera, Maths Olympiad)

School Mission

The primary mission of Bishop Walsh Primary School motivated by the Spirit of Christ is to educate students with love and devotion. The school, trusting in its dedicated staff and advanced teaching methods, intends to provide an excellent learning environment conducive to an all-rounded formation of students. In this regard, the school aims at developing students' abilities by promoting their self-reliance, sense of responsibility, social participation, as well as academic achievement.

School Characteristics

School Management

School Management Organisation:
School Organization is divided into "Management and Organization", "Learning and Teaching" and "Student Support and School Ethos". Teachers are under different assigned groups that are led by the principal. School Management Committee supervises the school. School Executive Committee and Parent-teacher Association give valuable advice to school.

Incorporated Management Committee / School Management Committee / Management Committee:
Including Sponsoring Body Managers, School Principal, Teacher Manager, Independent Manager and Parent Manager.

School Green Policy:
To promote healthy living and inculcate the values of caring for the environment among teachers and students. Current Year Programmes include the Green Lunch Charter Scheme and Green Elites Campus Accreditation Programme.

School's Major Concerns:
"Practise Christ's love to build a harmonious life.
Develop multiple intelligence to create a dream-filled future."

Learning and Teaching Plan

Learning & Teaching Strategies:
The school adopts student-centered teaching strategies, including context-based learning, interdisciplinary projects, subject-specialist instruction, and self-directed learning. In addition, students are encouraged to participate in some world-wide recognized exams, overseas learning tours and diversified learning activities.

Development of Major Renewed Emphases of the Primary Education Curriculum:
To promote cross-curricular learning and the using of feedback from assessment to improve teaching and learning.

Development of Generic Skills:
To cultivate students' generic skills and their ability to apply interdisciplinary reading through cross-curricular learning, "Reading to Learn", STEM education and IT education.

Cultivation of Proper Values, Attitudes and Behaviours:
1. To uphold and pass on the Five Core Values of Catholic Education.
2. To promote Values Education which connects various cross-curricular domains, including life education, moral education, civic education and national education (including Constitution, Basic Law and national security education).

Student Support

Whole School Approach to Catering for Learner Diversity:
Adaptation of curriculum, homework and assessments before and after school for students with learning difficulties. Training for gifted students is provided. Special Educational Needs Coordinator (SENCO), school-based social worker, school-based educational psychologist and school-based speech therapist support students in need. Supports for students and parents regarding the transition from P.6 to S.1 and from kindergarten to P.1 are arranged.

Whole School Approach to Integrated Education:
Different levels of learning tasks are designed so as to cater the different abilities of the students. Special arrangements on the adjustment of homework and assessment are set for SEN students. Besides, there are enrichment classes, reinforcement classes, remedial classes, morning reading sessions and School-based Speech Therapy Service.

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; 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. After-school Chinese support group is arranged for non-Chinese speaking (NCS) students.

Curriculum Tailoring and Adaptation:
1. J.1-3 Primary Literacy Programme Reading, J.2-3 Development of Test Sets (DTS) and J.4-6 School Based Rac Programme.
2. Maths Curriculum adaptation for P.1-P.6.
3. Chinese lessons are conducted in Putonghua.
4. Digital Education and interdisciplinary learning.

Home-School Co-operation and School Ethos

Home-School Co-operation:
PTA organizes various activities to strengthen positive home-school relationship and foster parents' sense of belonging to the school. Parents volunteer team is supportive of building our school learning community of love and service.

School Ethos:
Students are nurtured in a spirit of Christian love, fostering a caring and harmonious campus culture through the implementation of a whole-school approach to guidance and discipline. Efforts are also made to help students build self-confidence, civic awareness, and participation.

Future Development

School Development Plan:
1. To promote students' health and wellness with school based religious and life educations, values education (moral, civic and national education) and by implementing various guidance and discipline measures.
2. To maximize pleasurable and effective learning experiences through life-wide learning activities.
3. To develop students' self-directed learning capabilities through effective learning resources, including AI and e-learning tools.
4. To cater for learner diversity through small class teaching and gifted education.
5. To promote language abilities through language rich learning environment, and overseas learning tours.

Teacher Professional Training & Development:
To develop school learning community with long term development plan and enhance teachers' effectiveness in teaching and learning through self-improvement.

Others

Various award schemes for students who excel in academic and non-academic pursuits.