伊利沙伯中學舊生會小學
Q.E.S. Old Students' Association 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
Ms. Li Pik Lan	Mr. Chiang Tung Leung	Established	Aided 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					98%

Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Queen Elizabeth School Old Students Association Education Promotion Organization	Vos Parate Ut Serviatis	1992	Chinese	School Bus	About 7800 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
-	-	$50	Collect $310 per academic year for school facilities upgrade, etc.	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	Conference room, interview rooms, 2 resource rooms, parent resource centre.

Special Room(s)	Facility(ies) for Supporting Students with Special Educational Needs
STEM room, 2 English rooms, computer room, 2 music rooms, visual art room, pottery studio ,2 remedial teaching rooms, multi-purpose room and counselling room, campus TV.	Ramp and Accessible lift.

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

Number of teaching posts in the approved establishment	56	Total number of teachers in the school	60

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%	97%	19%	51%	17%	20%	63%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	5	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	5	5	5	5	5	5	30

Mode of teaching at different levels	We value students' whole-person development by putting emphasis on their knowledge, skills and attitude. Cooperative and experiential learning methods are adopted to enhance students' learning motivation. Gifted elements and layered support are integrated into our daily teaching in order to allow students with different learning needs to develop their respective talents.
Remarks	The 4 Primary and Secondary schools of the sponsoring body have chosen "cooperative learning" as the learning and teaching strategy, and gifted education programs have been developed to enhance the connection of the 4 schools.

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)	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	Multi-dimensional assessment and formative assessment will apply to Chinese, English and Mathematics. Through the descriptive and academic reports, parents are informed about their children's levels of generic skills and academic performance.
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 abilities. Every class is made up of students with different academic abilities and achievements.

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	8:00 AM	3:30 PM	12:25 PM - 1:25 PM

Lunch arrangement	Healthy school life	Remarks
Provided by designated supplier and arranged by parents.	Healthy School Policy aims to impart knowledge and develop in students a positive healthy attitude. Fruit recess on Mondays and Fridays. Lunch and Tuck Shop monitoring program encourages pupils to establish healthy eating habits.	Morning assembly provides opportunities to appreciate pupils' achievement and announce important messages. The class-teacher time and tutorial time enable pupils to develop good learning habits and strategies. It also lets pupils finish some homework.

Life-wide Learning

We provide students with all-round learning experience in all aspects, through different subject-based activities that allow students to apply what they have learned. Experiencing classes and co-curricular activities are included in the afternoon class period. We also design interdisciplinary courses to provide students with a more interesting and lively learning experience. "Experiential Learning Week" will be held after examinations for students to explore knowledge in specific special topics.

School Mission

To work together to create for our pupils a positive and caring environment that will enable them to have a healthy and balanced, physical, cognitive, and psycho-social development. To nurture for our society a group of youths who will use Vos Parate Ut Serviatis as their target in life and in their studies, and passionately and incessantly pursue knowledge, truth and excellence. To lead, contribute and support local development in education.

School Characteristics

School Management

School Management Organisation:
The sponsoring body of our school is "Queen Elizabeth School Old Students' Association Education Promotion Organization". We established the Incorporated Management Committee in 2007 to facilitate communication between managers and the principal on school development.

Incorporated Management Committee / School Management Committee / Management Committee:
The IMC, which comprises 10 SB managers, headmaster, 1 independent manager, 1 alternate SB manager, 2 teacher managers , 2 parent managers and 2 alumni manager, was established in 2007.

School Green Policy:
The Sustainable Development Education has been integrated into the school curriculum. Pupils have to develop environmental and civic awareness through various learning activities.

School's Major Concerns:
Enhance students' self-directed learning abilities and generic skills, and strengthen their learning confidence.
Develop students' correct values and the practice of a healthy lifestyle.

Learning and Teaching Plan

Learning & Teaching Strategies:
The 35-minute lessons are designed to let teachers and pupils make good use of the time in implementing learning and teaching activities through cooperative learning. The school also establishes the class teacher time, after lunch activities time and tutorial time. The school encourages pupils to learn through practising. Pupils can construct knowledge through various learning and teaching activities in lessons. The school also arranges life wide learning activities for pupils to experience the learning processes and field studies. Personal-social education train and develop pupils' generic skills in collaboration with other learning areas.

Development of Major Renewed Emphases of the Primary Education Curriculum:
The students' learning time is balanced, with regular courses and experiential learning courses, including life education and positive education, experiential learning, reading lessons and diverse learning. Flipped classroom teaching is implemented in each subject to cultivate students' habits of self-learning. As a key strategy for caring for student diversity, the school requires every teacher to incorporate elements such as tiered instruction, visual cues, and questioning strategies in classroom teaching. Students have rich experiences in all aspects of learning, and the school actively collaborates with external organizations to provide opportunities for students to engage in diverse learning activities, such as visits, expeditions, workshops, and more. In addition, STEAM education is implemented through project-based and inquiry-based methods to cultivate students' critical thinking and discernment skills.

Development of Generic Skills:
Teachers regularly evaluate and improve teaching strategies through group classes and year-round sharing sessions, focusing on cultivating students' generic skills in daily class. Students' generic skills will also be consolidated through a variety of life-wide learning activities.

Cultivation of Proper Values, Attitudes and Behaviours:
With the vision of "Positive, Proactive and Caring", we set up our school-based Personal-social Education course materials. We aim to develop students' positive attitude with the The 18 Character Qualities of QPS based on Positive Psychology theories. Our Personal-social Education classes are taught by class teachers, so that team-building elements can be tailor-made to cater to students' needs at different growing stages. We also aim to cultivate student's values and characters through grade-based thematic life education activities and subject-based value education with intellectual, emotional, volitional and practical dimensions.

Student Support

Whole School Approach to Catering for Learner Diversity:
The school helps pupils identify and tackle learning difficulties. We develop pupils' learning interest, motivation and confidence, and enhance self-learning ability. 2 senior teachers will coordinate the policy and strategies to cater for individual differences.

Whole School Approach to Integrated Education:
Our school places great importance on the differences in students' abilities. As a result, we implement "Whole School Approach" to provide student support and establish the student support team. It is responsible for coordinating and formulating various policies and measures to cater for individual differences and collaborates with other groups to support students' learning and development. We implement curriculum accommodation, assessment accommodation and individual education plans. Moreover, we set up a variety of talented programmes to the different needs of students. For counselling programmes, there are leaping classes and homework counselling classes.

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. After-school classes are arranged to help with their homework and Chinese learning.

Curriculum Tailoring and Adaptation:
Co-planning of all main subjects is implemented in all school levels. Curriculum tailoring and adaptation is also implemented. Teachers work together to design the teaching and learning strategies, methods and activities of each module. These can help achieve a better teaching and learning effect.

Home-School Co-operation and School Ethos

Home-School Co-operation:
The school establishes the PTA to strengthen the home-school communication and connection. The school and the PTA will collaborate to hold various seminars, workshops, courses and recreational activities. The PTA establishes the parent volunteer group to recruit the parents in helping the school's learning activities.
Several parents' days, parents' meetings and students' learning outcome exhibitions will be held for parents to understand students' learning life in school each year.

School Ethos:
The personal social education curriculum was established in accordance with the school mission, education objectives, curriculum vision and learning guidelines in collaboration with the whole school approach programs to develop a harmonic relationship between pupils and teachers and a sense of belonging in pupils.

Future Development

School Development Plan:
1. Enhance students' self-directed learning abilities and generic skills, and strengthen their learning confidence.
2. Develop students' correct values and the practice of a healthy lifestyle.

Teacher Professional Training & Development:
External professional groups are invited to provide teaching support; regular group lessons, sharing sessions and workshops are held to share professional knowledge. Teaching quality will also be enhanced through class observation on various aspects.

Others

We have been holding various overseas and mainland learning exchange activities and competitions, covering the exchange of culture and art, dance, music, sports, STEM, environmental protection, military training and visits to sister schools, etc. Students with different talents and characters have the opportunity to participate. Destinations include Tokyo, Osaka, Singapore, Taipei, Yilan, Taichung, Sichuan, Shanghai, Ningbo, Hangzhou, Xi'an, Guangzhou, Heyuan, Nanning and Dongguan.