



聖公會靈愛小學
S.K.H. Ling Oi Primary School

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73

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Rev. Chan Wing Fung	Mr. Chak Chi Hong	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					53%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Anglican (Hong Kong) Primary Schools Council Limited	Not to be served, but to serve.	1934	Chinese (incl.: Putonghua) and English	-	About 1771 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	\$470	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
12	1	1	1	All rooms are equipped with WiFi, computers, electronic whiteboards and air conditioners.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Seven special rooms including an English room, a visual art room, a music room, an activity room, two remedial classrooms and an information technology learning centre.				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			28	Total number of teachers in the school		36
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%	42%	85%	-	12%	88%

Class Structure

				P1	P2	P3	P4	P5	P6	Total
2025/2026 school year				No. of classes	2	2	2	2	2	12
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)				No. of classes	2	2	2	2	2	12
Mode of teaching at different levels		Putonghua is the medium of instruction when teaching Chinese Language. English lessons are held in an English speaking environment. Small and large groups are utilized to cater for the diverse learning needs of students. Some lessons are co-taught to help pupils who have special learning needs in Chinese, English or Mathematics.								
Remarks		Small-class teaching was implemented in P.1 in 2024/2025 school year and it will be implemented in other levels in the future.								

Performance Assessment

Number of test(s) per year (P1 only)		1	Number of exam(s) per year (P1 only)		1	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	i) Written Assessment: formative assessment and summative assessment						
	ii) Diversified Assessment: project-based learning, learning journal, performance assessment and so forth						
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 of each grade are evenly grouped into two classes according to their conduct, learning abilities, interests and academic results.						

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	7:45 AM	3:15 PM	1:15 PM - 2:05 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Healthy eating activities are held daily (i.e. Fruit Day from Mondays to Fridays) and we often have projects aimed at creating a healthier eating culture in the school (e.g. the 'Healthy Snacks' project and the 'Eat Full' card award scheme).		Our school has joined the Health Promoting Schools (HPS) programme and 'Active Students, Active People' Campaign this year to take a step towards healthy eating on campus. It is an effective and comprehensive whole-school approach to improve students' physical, mental and social health in our school. Apart from this programme, we have also participated in the 'Joyful Fruit Month' programme to promote daily fruit eating habits in our school.		

Over 100 diversified learning activities are regularly held at school including Japanese Class, Mathematics Olympiad, programming, uniformed groups and various physical and arts activities (football, cheerleading, choir and so forth). In order to create an English-rich environment, our Native English Teachers have organised 26 English activities including English DJ Class, Master Chef, Reader's Theatre and so forth. Exchange programmes and outings are also organised to broaden students' horizons.

School Mission

We aim to provide students with essential life-long learning experiences for whole-person development in the domains of spiritual development, ethics, intellect, physical development, social skills and aesthetics. We endeavour to provide students with learning opportunities that will cultivate positive values and attitudes towards life and society.

School Characteristics

School Management

School Management Organisation:

The Incorporated Management Committee (IMC) supervises school development. The Principal leads the School Development Group to plan and organise this development. Through staff meetings, all teachers are given the opportunity to discuss and assess the effectiveness of these policies and plans. Furthermore, the establishment of the Staff-Management Consultative Team facilitates communication between the teachers and the IMC. Moreover, PTA and the Alumni Association facilitates communication and co-operation between the school, the parents, and the alumni.

Incorporated Management Committee / School Management Committee / Management Committee:

The IMC consists of fifteen members, comprising of Sponsoring Body Managers, Independent Managers, Teacher Managers, Parent Managers and Alumni Manager.

School Green Policy:

To encourage a green campus, we have joined BEAM Plus by Hong Kong Green Building Council and replaced school's facilities like installing faucets with automatic sensors to help save water and solar panels to use renewable energy.

School's Major Concerns:

1. Implement small-class teaching to enhance the effectiveness of learning and teaching.
2. Cultivate a healthy lifestyle to enhance students' resilience.

Learning and Teaching Plan

Learning & Teaching Strategies:

Our school has adopted a student-centred learning approach to meet the needs and interest of our students through diversified learning and teaching strategies, support and resources. We make good use of the timetable and students finish all lessons in the morning and participate in various activities such as LBD, STEAM, physical and art activities in the afternoon. Students learning experiences have been enriched and they have become independent learners through cross-curriculum learning and self-directed learning. Our school has also put great emphasis on reading across the curriculum in order to enhance students' motivation towards reading and their reading ability. Life-wide learning activities are held regularly to enable students to learn through experiential learning and foster their proper values and attitudes.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Our school promotes National Security Education, including Values Education and Life Education to help students familiarise themselves with the latest development of our country through life-wide learning activities and sister school exchange and collaboration. Our school timetable has been refined to make good use of students' learning time. Our campus incorporates welcoming spaces for students and establishes a healthy lifestyle among students. In order to cultivate media and information literacy, our school has strengthened our learning and e-Learning strategies. Assessment policies have been refined and the assessment literacy of all stakeholders has been enhanced to help students learn more effectively.

Development of Generic Skills:

Our school has promoted LBD, Coding and STEAM curriculums to foster students' creativity, problem-solving and communication skills. Cross-curriculum life-wide learning activities are held regularly to enable students to learn and develop lifelong learning skills through experiential learning.

Cultivation of Proper Values, Attitudes and Behaviours:

By incorporating Chinese traditional culture into the Values Education, our students' understanding of Chinese cultures and their sense of belonging has been enhanced.

Student Support

Whole School Approach to Catering for Learner Diversity:

Our school has appointed a teacher to be the SENCO to lead the student support team. In addition, an assistant teacher has been recruited to support integrated education. The school has adopted a whole-school approach to provide all-round support for students with special educational needs. Different policies including having two class teachers per class in J.1 and J.2, co-teaching and a variety of learning support programmes have also been implemented to benefit our SEN students.

Whole School Approach to Integrated Education:

The school has adopted the whole school approach. All teachers collaborate to provide all-round support for those with special educational needs. The school encourages differentiated teaching, home-school co-operation and provides school-based educational psychology service and Enhanced School-based Speech Therapy Service. It helps with catering for the needs of different students.

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; 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.

Curriculum Tailoring and Adaptation:

We design different types of assignments to cater for learner diversity. Various courses are designed for both the gifted and less able pupils.

Home-School Co-operation and School Ethos

Home-School Co-operation:

We strengthen home-school co-operation by holding parents' day, pre-school information day and talks for parents. Parents can express their ideas via emails and the PTA. Our PTA has been in operation for many years. There are different activities for students and parents. The parent-volunteer team is very active in participating in school events such as recess activities. Our school also organises 'Parents' School' on Wednesdays on a regular basis to strengthen home-school co-operation. Parents can also understand more about the PTA and the school by reading the school magazine.

School Ethos:

Our school was established in 1934 and has a long history of serving in the educational field of over 90 years. A peaceful school culture, free from pretence, is combined with a pragmatic working team. Our school focuses on developing students' sense of responsibility and their self-reflection abilities. Students are expected to serve others and embody our school motto--not to be served but to serve. We also emphasise the development of moral and national education.

Future Development

School Development Plan:

We have adjusted our school timetable to enhance pupils' learning and all-round development since the academic year 2021-2022. All subjects are allocated a time slot before lunchtime. Tutorial sessions and multiple-intelligence activities are conducted in the afternoon to provide a wide range of learning experiences to meet different learning needs and objectives and also align with the latest requirements from the curriculum guides. This provides students with more diverse learning experiences. Students also benefit from an excellent learning environment through which multiple-intelligence activities provide a strong foundation for their life-long learning. The school also promotes specialised teaching. All language teachers have attained a subject major degree. A self-evaluation process is undertaken at the school level. The entire school strives to promote the effectiveness of the self-evaluation program to ensure the quality of the program. Our goal is to raise teachers' professional development, especially focusing on their ability to cater for the needs of pupils' individual differences.

Teacher Professional Training & Development:

In order to be in line with the curriculum changes, our school has assigned teachers to participate in different training workshops provided by the EDB, for example, Primary Humanities and Primary Science learning circles, to equip teachers with the expertise and knowledge for the development.

Others

Outstanding Awards sponsored by the Anglican (Hong Kong) Primary Schools Council and other scholarships have been given to outstanding pupils who have excelled in their conduct, academic results and extra-curricular activities. Every year pupils actively take part in sports, academic and music competitions and attain outstanding results. Also, every year our pupils join study tours to China. This raises their sense of belonging to China and increases their knowledge and understanding of Chinese history and culture. Moreover, our students join the Singapore and Australia exchange programmes to improve their English proficiency. Through the adjustment of the school timetable, the school curriculum design and diversified extra-curricular activities, we help our students broaden their horizons and enrich their problem-solving skills so that they can adapt to the challenges of the 21st Century.