宣道會葉紹蔭紀念小學
Christian Alliance S.Y. Yeh Memorial 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
Mr. Wong Wai Keung	Mr. Law Kin Yeung	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					15%

Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Kowloon Tong Church of the Chinese Christian and Missionary Alliance	The fear of the lord is the beginning of the wisdom and knowledge of the Holy One is understanding.	2001	Chinese (incl.: Putonghua) and English	School Bus	About 6200 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	Pledged School

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	$35	Charges and Fees for Specific Purposes $470	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	3	1	1	6 Student Guidance Rooms, Library, Plantation, Fun land, Classrooms' Smart TV, Assembly hall and Cover playground

Special Room(s)	Facility(ies) for Supporting Students with Special Educational Needs
7 Rooms (Student Activity Room, Dancing Room, Innovation & Technology Room, Science Lab, E-learning Hub, Art Room, and Music Room).	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	61

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
93%	100%	36%	93%	21%	31%	48%

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	Our school applies multi-learning strategies with implementation of Small Class Policy and cooperative learning. Implement differential education in P.2 to P.6 in order to enhance the learning effectiveness by steaming and care. Graded learning processes, materials, worksheets, expected outcomes are designed for the students, so as to cater for learning diversity within the daily learning.
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	The assessment policy is formulated by the latest curriculum guidance. Formative (e-assessments are included) and Summative Assessments are conducted and reviewed periodically to measure students' learning effectiveness regularly. Using diversified materials to integrate the teaching-learning-assessment cycle to enhance learning achievement.
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.1 will be arranged in classes randomly. According to the academic results of students, adopting differential education in P.2 to P.6. Streaming is implemented in P.4 to P.6 English subject to cater for learning diversity and enhance learning effectiveness.

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	9	35 mins	8:00 AM	3:00 PM	12:05 PM - 1:05 PM

Lunch arrangement	Healthy school life	Remarks
Provided by school, provided by designated supplier, arranged by parents and bring their own lunch box by themselves.	In alignment with our Healthy School Policy, the school partners with designated suppliers to promote healthy lifestyles. We implement the MVPA60 initiative and the 4Rs framework to foster mental well-being. Furthermore, physical and English language activities are organized during recess and lunch breaks to help students develop positive, healthy, balanced, and self-disciplined habits.	The school adopts a schedule of morning lessons followed by all-round development activities in the afternoon. Tutorial sessions are scheduled weekly, while a "Happy Friday" and a "Homework-free Day" are held once a month. Extended activities after school include school teams, sports and arts training, study groups. Additionally, the curriculum incorporates Spiritual sharing time, Reading Time, life Education, Assemblies, school picnics, Sports Days, Family Fun Days, Chinese Culture Days, outdoor activities etc.

Life-wide Learning

Diversified school activities include Basketball, Roller, Handball, Athletics, Badminton, Fitness exercises, Taekwondo, Handbell, Percussion, Concert Band, Violin, Choir, Recorder Band, Student reporters, Chinese painting, Calligraphy, Junior STEM course, Leader training, Service learning, Outdoor learning activities, Overseas study tours, Programmes for the gifted, Visual Art class, Mathematical Olympiad, Abacus, and so on. The Student Christian Fellowship is held on Saturday so that participants can learn about the Bible's Truth.

School Mission

With the aim of spreading the word of God and serving the community, we provide a holistic education to all with love, care, a progressive attitude and total commitment.

School Characteristics

School Management

School Management Organisation:
School Management Framework is mainly divided into four categories in accordance with the Performance Indicators for Hong Kong Schools: Leaders and stakeholders in the professional field equipped with strong leadership ability in handling problems from different aspects, striving to promote and optimize the positive culture of continuous learning, and implementing the school curriculum and life-wide learning development.

Incorporated Management Committee / School Management Committee / Management Committee:
IMC was established in 2006. To increase transparency and accountability, IMC invited teachers, parents, alumnus, and professionals from the educational field to the board to participate in the discussion of school policy.

School Green Policy:
Our school endorses numerous environmental activities, such as Campus Cleaning, balcony gardens, and an Energy-Saving campaign, to promote a healthy and environmentally friendly lifestyle.

School's Major Concerns:
1. Promote Reading across the Curriculum and the development of generic skills; enhance the effectiveness of learning and teaching through assessment-informed strategies; and integrate Artificial Intelligence (AI) and Digital education to boost learning outcomes.
2. Strengthen STEAM education and Information Technology (IT) development; cultivate students' media and digital literacy;
3. Continuously deepen values education and national education.

Learning and Teaching Plan

Learning & Teaching Strategies:
1. We Adopt Specialized Teaching and develop School-based Learning Modules to help students consolidate their subject knowledge.
2. Four NETs and 12 English teachers integrate the Read Write Inc. Phonic in teaching English. Key Stage 1 (P.1 to P.3) targets speaking training, and reading and writing practices will be carried out in Key Stage 2 (P.4 – P.6) to enhance students' biliterate and trilingual capabilities. Multiple English activities will be held in the afternoon to increase students' confidence and competency in using English.
3. We adopted Putonghua as the medium of instruction in P.2 and P.3 to enhance communication skills. At the same time, Cantonese is being used in P.1 and P.4 to P.6 to deepen their language learning ability.
4. Formative assessment is adopted in major subjects to facilitate learning and teaching effectiveness. Summative assessment is conducted at the end of a teaching module to evaluate students' learning performance and provide feedback.

Development of Major Renewed Emphases of the Primary Education Curriculum:
1. Strengthen values education, including life and national and state security education.
2. Enhance STEAM education, Artificial Intelligence (AI) education and Digital education, cultivate students' media and information literacy.
3. Strengthen cross-curricular learning reading and learning to develop Reading and Digital Literacy skills.
4. Optimize learning time to create room for fostering students' well-rounded physical and psychological growth.

Development of Generic Skills:
Our school carries out self-directed learning, which consists of self-preparation, self-presentation, and self-evaluation. Subjects Integrated school-based programs encourage students to pursue self-directed learning and self-development. Special emphasis is placed on cultivating students' presentation skills, empowering them to confidently articulate their thoughts and learning outcomes in front of an audience. Students' generic skills and comprehensive abilities can be fully established through theme-based and life-wide activities such as Read Across Learning Month, outdoor learning experiences, cross-curricular activities, overseas study tours, and thematic learning activities.

Cultivation of Proper Values, Attitudes and Behaviours:
Our school systematically plans to develop positive values and attitudes. We could promote values education by nurturing our students' twelve priority values and attitudes. Students will be acquainted with and apply the values and attitudes yearly through academic activities, life education activities, whole-school and all round activities, etc., to foster their potential and positive values and attitudes.

Student Support

Whole School Approach to Catering for Learner Diversity:
With professional support from School-based Speech Therapist and School-based Educational Psychologist, we jointly formulated a school-wide support model to better cater to students' learning needs. And through the Gifted or Counselling support, help students develop their different potential.

Whole School Approach to Integrated Education:
The Whole School Approach (WSA), includes parents and students support teams, supports students with different needs. The Three-Tier Intervention Model is introduced in the WSA, including school-wide differentiated instruction strategies, study groups and social support, and Individual Education Plans to provide full support for students and parents.

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; 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.

Curriculum Tailoring and Adaptation:
1. Weekly collaborative lesson planning for teachers teaching the same subject and level for discussing teaching strategies, study materials, and homework. Utilize Formative Assessment to identify the strengths and weaknesses of students in learning. 2. Differentiated instruction strategies and the Streaming programme of English are being used from P.4 to P.6. 3. Multiple electronic assessment tools are proposed to assess students' abilities quickly, instantly respond to their questions, and conduct interactive discussions. 4. Remedial classes are arranged to enable teachers to follow up on students' performance appropriately. 5. Extra-curricular activities (e.g. Olympiad training, science exploration class, physical and aesthetic training) are organized to develop different specialties.

Home-School Co-operation and School Ethos

Home-School Co-operation:
1. Organize various talks, gatherings, group activities, parent-child activities and parent academy to strengthen ties and cooperation between the school and parents.
2. Work with the Parent-Teacher Association and establish a Parent volunteer team to help promote school activities and parent-child education.
3. Organize a systematic parental education program to enhance parents' awareness and skills in raising children.

School Ethos:
Our school provides guidance, discipline, and spiritual education, complemented by lifelong learning and theme-based activities, to help students develop self-esteem, self-discipline, and a positive learning attitude. We cultivate their growth mindset and equip them to cope with changes and challenges independently.

Future Development

School Development Plan:
1. Promote and implement the development of cross-curricular reading learning, and utilize assessment to enhance the effectiveness of teaching and learning.
2. Strengthen the development of Innovation and Technology education, AI education, and cultivate students' digital literacy.
3. Implementing the school's values education to cultivate independent learners who possess both moral character and talent.

Teacher Professional Training & Development:
1. We systematically implement development plans for the school, subjects, and teachers through collaborative lesson planning, class evaluation, professional exchange, and sharing to build a professional team. 2. Develop the leadership of school curriculum leaders, conduct annual lesson studies, and evaluate students' learning performance and outcomes. We share and exchange the strengths and experiences that our specialists have accumulated. 3. All teachers have been designated as Apple Learning teachers. Our school has already become an Apple Distinguished School, one of the digital centers of leadership and educational excellence. Our team will optimize the creation of learning and teaching through diversified e-learning skills.

Others

1. We provide numerous academic and extracurricular showcases and scholarships, encouraging students to participate in public performances and inter-school and international competitions. 2. Our school has been selected as a MatataStudio showcase school. Our coding education is well-established, actively facilitating resource sharing within the academic community. 3. Our Handbell team was invited for international music exchange. Our STEAM team was awarded an exchange chance at Cambridge University and Stanford University. 4. Our teachers were awarded the Chief Executive's Award for Teaching Excellence and were invited by the Education Bureau and various institutions to deliver workshops and talks. Our teaching effectiveness is highly recognized. 5. We regularly organized diversified Transition classes from kindergarten to primary school to equip ourselves with more learning exposure.