



天主教總堂區學校
Catholic Mission 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
Rev. Li Chi Yuen	Principal Chung Oi Man	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					-
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	Reverence for Lord, Love to Others; Diligence in Study, Pursuit of Truth	1967	English	Nanny van	About 6000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
-			Yes		Yes
4Rs Mental Health Charter	-	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	\$450 the campus cleaning, replacement and maintenance fees, other electronic appliances and digital learning software.	\$45 (replacement of student card)

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	1	1	1	Multi-functional room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
6 (Chinese Room, English Room, Music Room, Guidance Room, Angel Library, Makerspace).				A lift.

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

Number of teaching posts in the approved establishment			40	Total number of teachers in the school		46
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%	43%	68%	34%	35%	31%

Class Structure

2025/2026 school year		No. of classes	4	4	3	3	3	4	21
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)		No. of classes	4	4	4	3	3	3	21
Mode of teaching at different levels	Students come from local and over 40 different nations. They are taught in small classes in Putonghua (Chinese) and English is the medium of instructions for most subjects; learning skills and attitude are emphasized for Primary 1-2 while consolidation of learning is the focus for Primary 3-4. The ultimate goal is to equip Primary 5-6 with better academic skills for further studies in future.								
Remarks	To cater for learning uniqueness, some classes are taught in different ability groups for English, Chinese and Mathematics subjects.								

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)		4	Number of exam(s) per year (P2 to P6 only)		0		
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
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Diversified Assessment for Learning	In order to have a whole picture of students' learning performance from time to time, practical assessments and formative assessments have been added in to different subjects. The use of Star platform, Rainbow One, ICAS and other e-learning platforms have made the assessments be more accessible, which is a good way for us to collect students' learning data quickly.						
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 are evenly distributed according to their academic performance. They are in different groupings when learning the major subjects, supplemented by Gifted Education programmes too.						

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	30 mins	8:15 AM	3:20 PM	12:35 PM - 1:35 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	The school is promoting healthy diet on campus. The Parents-Teacher Association helps monitor the food and environmental hygiene. The school also joins the Joyful Fruit Month by the Department of Health, the SportACT Scheme sponsored by the Leisure and Cultural Services Department.		There are morning assemblies, moral and civic education, STEM lessons and Other Learning Experience. The school joins the Hong Kong Eco-Healthy School Award Scheme and "Joyful Chinese Learning Programme". The School Library and Computer Room are opened at recess, lunch break and after school hours for students to learn independently.		

Life-wide Learning

Interest activities include Coding, Chinese and English drama, Brownies, Little Pioneers of Christ, lion dance, Chinese dance, instrumental classes, Cambridge English, swimming training, soccer, rugby, sailing, equestrianism, volleyball, basketball, gymnastics, Putonghua, choir, orienteering, yoga, hip hop, Chinese martial arts, Roblox, Cub Scouts, and table tennis.

School Mission

Dedicated to spreading the Catholic Gospel, the school embodies the Christian spirit through love, acceptance, and care, while deeply valuing the individual worth, dignity, and multicultural backgrounds of every student. We maintain a foundation of absolute trust and respect, providing a high-quality basic education for all children through individualized instruction tailored to their unique needs and potential.

School Characteristics

School Management

School Management Organisation:

Incorporated Management Committee (June 2015 onwards), School Executive Committee, School Administration Committee

Incorporated Management Committee / School Management Committee / Management Committee:

Incorporated Management Committee (June 2015 onwards).

School Green Policy:

Green Campus Policy Group.

School's Major Concerns:

Integrate multi-cultures; broaden the global vision and establish an international campus; nurture the global talents.

Learning and Teaching Plan

Learning & Teaching Strategies:

The school has been implementing small class teaching with cooperative learning approach which helps to reinforce classroom interactions and enhance students' critical thinking skills. Enquiry-based learning skills in General Studies is the key point for the practice of life-wide learning in all levels. The school aims to facilitate students' inter-discipline learning activities. For Chinese education, a joyful Chinese learning program is promoted for Primary 1 with mainly Putonghua as the medium of instructions. To maintain a language-rich environment is the mission of the English subject learning with the asset of English-speaking students. The school has been implementing the school-based literary programme in both Key Stage 1 & 2 levels. It helps develop interactive drama skills from reading to writing and enhance the Children Literature appreciation. The methodology integrating E-Learning into Mathematics and Science education is also introduced.

Development of Major Renewed Emphases of the Primary Education Curriculum:

In order to cooperate with positive education, the MCE lessons not only conduct the school-based MCE curriculum and school-based personal growth curriculum, but also participate in the "Leader in me" program. Through teacher training, we aim to cultivate students' good habits and establish positive values. This year, we will apply for the Quality Education Fund-Cultural Inheritance Program to strengthen students' national identity through learning activities related to national education and national security education. The design of the overall plan is to use "tea and life" as the main line of discussion, and conduct interdisciplinary learning in MCE, GS, Languages, VA, and Mathematics.

Development of Generic Skills:

With the emphasis on promoting reading; science exploration and E-learning; broadening students' views; creating interactive discussion platforms for students; promoting individual public speech sharing to strengthen students' confidence and expressiveness; recommendation for life-wide learning with students' generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:

Promote positive education. In addition to the positive education workshops, the training of mediators and the "Student Ambassador" program of the youth mediation program are also implemented. To enable students to express their inner feelings in an interactive way, not only allows teachers and students to understand everyone's ideas through dialogue, but also strengthens the sense of belonging and security of the class.

Student Support

Whole School Approach to Catering for Learner Diversity:

Provide Early Identification and Intervention Programme for Primary One Students with Learning Difficulties; establish students talent bank to promote gifted elite programmes; provide after school tutorial class and Non-Chinese students Chinese learning supporting class. We also cater gifted students through Whole-Class Gifted Education Lesson Planning, small group learning and subject-based skip-level arrangement.

For the transition of Pre-P.1 students, a bridging course is offered; reinforce P.6 students' abilities by setting up secondary school promotion programme for building up their confidence in secondary education.

Whole School Approach to Integrated Education:

The Student Support Team oversees early identification, collaborates with parents and school-based educational psychologists through regular meetings, and maintains comprehensive student support records. The team coordinates the resources and services necessary for the three-tier support model, provides instructional assistance, manages assessment accommodations, and organizes peer tutoring programs. In addition to establishing success criteria and facilitating training for both teachers and parents, they continuously review and refine support measures to ensure their effectiveness. Specific initiatives encompass teaching and assessment adjustments, remedial learning groups, social skills training, speech therapy, and Individualized Education Plans (IEPs).

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. Additional support is provided for pull-out group learning. Pinyin is taught in grade one. In addition, after school tutorial lessons are provided. There are also Chinese tutorial classes provided for NCS students in summer.

Curriculum Tailoring and Adaptation:

Flexible curriculum and enrichment programmes are tailor-made for all levels; Special arrangements or assistance of assessments or exams for special needs students; non-Chinese students are pulled out for intensive care by giving them after-school tutorials especially in their Chinese learning.

Home-School Co-operation and School Ethos

Home-School Co-operation:

With the assistance of the Parent-Teacher Association, the school has been organizing more and more academic activities, parent workshops, parent-child learning programmes, Reading Mum and Dad or interest groups. The PTA also involves in handling tenders for some school matters such as school uniforms and lunch box catering services as well as monitoring the school bus services etc.

School Ethos:

New parents chat-rooms; after-school tutorials; little tutor assistance scheme, Parent-child picnics and sports day; English bridging courses for new immigrant children from Mainland; transitional programmes for Pre-P.1 students including moral and civic education etc.

Future Development

School Development Plan:

In the academic years of 2026-2029:

Main concerns:

1. In hope and zeal we run to God.
2. In fellowship our potential turns aglow.
3. In rebuilding education we revive our convictions.
4. In the present we gear up for the time ahead.

Other Concerns:

1. To use English as the main medium of instructions to keep pace with the outside world under the influence of globalization;
2. To introduce Liberal Studies and pedagogy of science knowledge in the school-based General Studies curriculum.

Teacher Professional Training & Development:

With the establishment of a campus culture of "self-leadership", the school has been shaped into a harmonious, safe, warm and energetic campus, stimulated the potential of teachers, and developed into student life coaches.

Others

Every year, the PTA sponsors scholarships for the students who have outstanding performance in P.E., Art and services. The school also joins international competitions and assessments in the areas of English, Mathematics and Science conducted by an Australian organisation. In addition, the teachers lead the students to join the cross-border education exchange programmes.