中華基督教會協和小學
C.C.C. Heep Woh Primary School
191B Prince Edward Road, Kowloon
23814343 enquiry@heepwoh.edu.hk
23819257 http://www.heepwoh.edu.hk

32
POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Rev. So Shing Yit Eric	Ms. Yung Mei Yan	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					79%

Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Hong Kong Council of The Church of Christ In China	And you will have knowledge of what is true, and that will make you free. Then you will know the truth and the truth will set you free.	1911	Chinese (incl.: Putonghua)	School Bus; Nanny van	About 5000 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	-	Fees for Specific Purposes $430

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
36	2	3	1	-

Special Room(s)	Facility(ies) for Supporting Students with Special Educational Needs
Comprehensive Learning Resource Center, STEAM room, Library, Dance Studio, Music Room, IRTP Room, English Reading Room, Computer Room, Botanical Garden, English Step Up Room, etc.	Accessible toilet.

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

Number of teaching posts in the approved establishment	68	Total number of teachers in the school	70

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%	38%	73%	14%	34%	52%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	6	6	6	6	6	6	36
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	6	6	6	6	6	6	36

Mode of teaching at different levels	1. After-school small group tutoring classes are available to enhance the motivation and ability of students with special educational needs in language learning. 2. Split class teaching to help less able pupils.
Remarks	For Chinese Language, Cantonese is the medium in P.1 classes; Putonghua is the medium of instruction in P.2-P.6 classes.

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	Carry out both formative and summative assessment.
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-P.3 students are allocated to classes on a random basis. P.4-P.6 students are allocated to classes according to their academic performance.

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	8:15 AM	3:30 PM	1:15 PM - 2:15 PM

Lunch arrangement	Healthy school life	Remarks
Provided by designated supplier and arranged by parents.	The school implements the 4RS mental health program, with learning carried out on a weekly rotation cycle. Afternoon classes each day mainly focus on extended learning activities, including value-based activities in life education, reading activities, the Six Arts curriculum, and enrichment activities.	On Fridays, school ends at 2:35 pm, and there are different types of outreach activities. Provide diversified learning activities every day, such as: gifted leader group, science ambassador, English ambassador, math elite training class, leader student training class, biotechnology Ambassadors, uniform teams, Symphonic Band, Chinese Orchestra, various sports and art activities training.

Life-wide Learning

To enrich students' learning experiences, our school often arranges for students to participate in different types of experiential activities outside of the classroom, such as Chinese Culture Day. Various extracurricular activities are also organized to develop students' multiple intelligences, including academic, sports, arts, interests, and uniformed groups, totalling over 80 activities. Our school has achieved notable success in various external competitions across Hong Kong, showing inspiring results.

School Mission

Help pupils not only to acquire the basic knowledge, but also to learn how to learn and to master life-long skills.
Aim at cultivating pupils' positive values and attitudes to achieve the educational aims of promoting whole-person development.

School Characteristics

School Management

School Management Organisation:
The school administration spreads under 4 domains, namely "Management and Organization", "Learning and Teaching", "Support to Children and School Culture" and "Children's Development". The teaching staff work as a team and constantly carry out internal evaluation for their professional enrichment and the betterment of pupils.

Incorporated Management Committee / School Management Committee / Management Committee:
The school is affiliated to the H.K. Council of the Church of Christ in China and is subject to the directions of the IMC. Members of the Committee includes the Supervisor, the School Head, 3 teachers, an alumnus, a parent and 3 representatives from the above H.K. Council. Policy of the IMC is made known to all stake holders.

School Green Policy:
1. Renewable Energy Program in Heep Woh include Solar Photovoltaic Power Generation System, Insulation Shield (insulation glass layer), Rickshaw Power Generation System, Food Waste Composting Device.
2. Save the natural resources: Use less paper and electricity.
3. Cartridge Recycling Program.
4. 3 recycling bins for different kinds of litter.

School's Major Concerns:
1. Love yourself and others, be loyal to China.
2. Self-motivate and encourage yourself, work independently to pursue progress.

Learning and Teaching Plan

Learning & Teaching Strategies:
The school aims to cultivate students' abilities and qualities through seven learning objectives. Cross-curricular learning activities, comprehensive learning activities, Chinese Culture Day, STEAM Week, MAKER FAIRE, and Life Education Programs are regularly organized to broaden students' learning experiences. Daily pre-class reading sessions are arranged to cultivate students' reading habits, and Life Education classes are offered to nurture students' morals and values.

Development of Major Renewed Emphases of the Primary Education Curriculum:
Emphasis on the development of primary education curriculum renewal:
In line with the latest curriculum development, the school provides students with diverse learning experiences. Students participate in various cross-curricular learning and reading activities, STEAM inquiry activities, integrating subject learning focal points, enriching comprehensive learning experiences, cultivating an inquisitive and innovative spirit, and building independent thinking and problem-solving skills. The school continuously optimizes the curriculum, teaching strategies, and assessment literacy to enable students to showcase their strengths, discover their potential, strengthen their understanding of Chinese culture, and foster positive values education, including life education, national and national security education, and promoting balanced physical, mental, and holistic development.

Development of Generic Skills:
1. Promote cooperative learning to enhance organization skills, communication skills and collaboration skills.
2. Design and implement cross-curricular learning tasks to let students link up knowledge and develop critical thinking skills.
3. Emphasize practical activities to allow students to face challenges in real situations and strengthen their problem-solving skills.
4. Encourage students to participate in creative expressions to stimulate their imagination and creativity.

Cultivation of Proper Values, Attitudes and Behaviours:
Students can discern right from wrong and appropriately fulfill their responsibilities in the family, society, and country.
Students can recognize their national identity and understand the importance of caring for society, the nation, and the world, becoming responsible citizens.
Students can establish a healthy lifestyle.

Student Support

Whole School Approach to Catering for Learner Diversity:
Remedial classes are provided to cater to students with slightly weaker academic performance. There is a variety of extra-curricular activities after school, e.g. remedial classes in different levels and systematic training for more able or gifted students with outstanding performances or achievements in areas of science, mathematics, languages and leadership. These activities aim to comprehensively address the needs of both gifted and slightly weaker students. Additionally, the school offers various parent education programs and workshops provide parents with advice and information.

Whole School Approach to Integrated Education:
Our school has a Special Educational Needs Coordinator, Special Educational Needs Support teachers, school social worker, school-based speech therapist and school-based Educational Psychologist to arrange various services and support measures for students with special educational needs, including school-based speech therapy services, teaching assistants in class, Individual Education Plan and appropriate and diversified support services to enhance students' learning effectiveness and life skills. The school also organizes various activities to promote an inclusive culture, such as seminars, workshops, education programs and activities, allowing students to learn from each other in an inclusive environment in order to establish an inclusive and caring culture campus.

Curriculum Tailoring and Adaptation:
The school tailors the curriculum according to students' learning needs, designs effective homework, strategically implements assessment to enhance learning, and guides students in inquiry-based learning to cultivate their self-directed learning abilities and attitudes.

Home-School Co-operation and School Ethos

Home-School Co-operation:
Since the establishment of our Parent-Teacher Association in 1995, both teachers and parents have worked hand in hand for the betterment of our pupils. As a result, our pupils enjoy a wide range of activities which greatly enrich their school lives. Our Parent-Teacher Association. The members are enthusiastic and active, often assisting the school in handling non-teaching tasks, and providing diversified support to the school. Our school regards the parent volunteer team as an important partner, and establishes a high-quality parent volunteer team to assist the school in implementing activities.

School Ethos:
We have a well-planned student counselling programme to help our pupils with learning difficulties and emotional or family problems. Our attention also lies on parent education. The school actively cultivates students to cultivate good morals and a healthy growth attitude towards life. Implement diversified student support activities in schools to allow students to make good use of life experience in their study and life, and implement developmental, preventive and remedial school-based support programs. Students learn how to get along with others and how to solve problems when they study and live on campus, and care about their classmates. The teacher-student relationship is harmonious, and the campus atmosphere is harmonious and friendly.

Future Development

School Development Plan:
1. Love yourself and others, be loyal to China.
2. Self-motivate and encourage yourself, work independently to pursue progress.

Teacher Professional Training & Development:
Teachers show enthusiasm participating in various educational courses and seminars through which their professional and training development is enhanced. Sharing sessions are also held at school.

Others

Each grade in every academic year offers various scholarships and awards, including the Rev. Peter Wong Memorial Scholarship, Yau Tsim Mong District Outstanding Student, Chinese Christian Church Hong Kong Outstanding Student, Parent-Teacher Association Conduct Scholarship, Excellent Academic Performance Award, Outstanding Academic Performance Award, Outstanding Conduct Award, Yau Tsim Mong District Remarkable Progress Award, Outstanding Athletes, Excellence in Sports and Arts Award, and Principal Choi Yiu Chi Memorial Scholarship, etc.