



School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Fr. Gicalao Ronnie Yap	Ms. Yu Sze Wai	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					93%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Oblates of Mary Immaculate Hong Kong	Love God Love Others	2007	Chinese	Nanny van	About 1700 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		-	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	-	\$280	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
18	2	1	1	Prayer Room, Medical Room and Conference Room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Activity Room, Computer Room, Visual Arts Room, Science Room, STEAM Room, Aviation STEM Room, Music Room, Student Guidance Room, English Room and Campus TV.				Ramp, Accessible lift and Visual fire alarm system.

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

Number of teaching posts in the approved establishment				35	Total number of teachers in the school		37
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%	36%	76%	28%	28%	44%	

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	3	3	3	3	3	18
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	3	3	3	3	3	18
Mode of teaching at different levels	Elite Class (P.3-P.6, Class A)						
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	In order to monitor student learning, different modes of assessment such as formative and summative assessment, self-assessment, peer assessment & parent assessment as well as portfolios are used in different Key Learning Areas.				
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.3 - P.6 (according to 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	30 mins	8:00 AM	3:00 PM	12:55 PM - 1:55 PM
Lunch arrangement	Healthy school life	Remarks			
Provided by designated supplier and arranged by parents.	Health Education is integrated in different Key Learning Areas and activities. Related workshops are conducted and students are appointed as Health Ambassadors in order to promote Health Education in school.	Diversified afternoon school-based curricula are conducted such as Values Education programmes (including moral education, civic education, national education and so on), enrichment classes and cross-curricular programmes. Student Ambassadors conduct a variety of learning activities after lunch.			

Life-wide Learning

Choir, Handchime Team, Handbell Team, Drama Team, Visual Arts Team, Ball Games Team, Dance Team, Swimming Team, Athletics Team, Fencing, Archery, Cub Scouts, Brownies, Road Safety Patrol, Community Youth Club (CYC), Young Pioneers of Christ, Junior Police Call (JPC), Constitution and Basic Law Student Ambassadors, Environmental Protection Ambassadors, Aviation Ambassadors, School Games Ambassadors, Schools Reporters, summer holidays activities and Study Tours.

School Mission

Based upon Jesus Christ's love, the School's motto is 'Love God, Love others'. Building up a good home-school partnership, our emphasis is on a balanced development in the domains of ethics, intellect, physical development, social skills and aesthetics, according to individual potential, so that all students can become responsible and contributing members of our nation.

School Characteristics

School Management

School Management Organisation:

The Supervisor/the Principal and the senior teachers.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee has been set up with members from School Sponsoring Body, teachers, parents, alumni and independent person. The Principal is being the ex-officio manager.

School Green Policy:

To raise students' environmental awareness and help them cultivate a good living habit, they are encouraged to practice low-carbon living such as bringing their own utensils for lunch.

School's Major Concerns:

1. To strengthen STEAM education and enhance the effectiveness of learning and teaching in line with the concept of "rejuvenating our nation through science and education".
2. To deepen and expand Values Education to lay a good foundation for cultivating values and nurturing people in an ongoing way.

Learning and Teaching Plan

Learning & Teaching Strategies:

Diversified learning activities are designed with the integration of Health Ed., Values Ed., IT in Ed., STEAM Ed., Gifted Ed., Positive Ed., Information Literacy and Life Planning Ed. according to the EDB Curriculum Guides of different Key Learning Areas. Students can apply what they have learnt and foster their generic skills through Project Learning, Life-wide Learning Week and Cross curricular activities related to Integrated learning activities of Arts and Physical Education. Cooperative learning is applied in a small class teaching environment to enhance the effectiveness of learning and teaching and cater for learner diversity. To enrich students' learning experience, the School has organised cross-curricular and inter-school activities like Chinese/International Culture Week and overseas study tours. Our philosophy is to extend and diversify students' learning beyond the classroom. We aim at developing students' self-directed learning skills and preparing them to be life-long learners.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Our school keeps up with the latest education trends in order to engage students in different learning experiences during or outside lesson time. A comprehensive plan for time allocation and timetabling is designed to conduct formal lessons and learning activities such as integrated lessons and experimental lessons. STEAM Education, Values Education and Health Education are promoted in order to cultivate students' positive values, attitudes and behaviours so as to facilitate whole-person development. A 'Self-directed Learning Award Scheme' is implemented to encourage students to make good use of their time. To facilitate Service Learning, students are trained to be ambassadors of different areas. This helps to raise their awareness on personal, social and civic responsibility and equip them to be future leaders. To enhance assessment effectiveness and facilitate all round development of students, assessment policies and methods are evaluated and revised constantly.

Development of Generic Skills:

Students' generic skills (e.g. collaboration skills, communication skills, critical thinking skills, IT skills, creativity, etc.) are fostered through diversified learning activities like theme days, cross-curricular activities, project learning and integrated Arts and Physical Education activities. We aim at developing students' self-directed learning skills (e.g. having pre-lesson preparation, note taking, using reference books, collecting and choosing useful information, etc.) and preparing them to be self-directed learners.

Cultivation of Proper Values, Attitudes and Behaviours:

We foster students' positive values and attitudes through the learning and teaching of various Key Learning Areas/subjects and the provision of relevant learning experiences thus to enhance their knowledge of constitution, basic law, National Security and other good practices.

Student Support

Whole School Approach to Catering for Learner Diversity:

Students with special educational needs are supported under Learning Support Grant. Collaborative learning is implemented in Key Stage 1, as well as add-on classes, social interaction, focus groups and dyslexia groups. Support programmes are provided for students in need. There are elite classes from P.3 to P.6. Pull-out programmes are organised for students who perform excellently in different areas. Gifted students are also recommended to join courses provided by outside organisations such as the Hong Kong Academy for Gifted Education and the Web-based Learning Courses of EDB. To ensure a smooth transition from kindergarten to primary school and from primary school to secondary school, appropriate measures are adapted to cater for P.1 and P.6 students, and school-based after-school care service.

Whole School Approach to Integrated Education:

To build a caring and inclusive culture, seminars and workshops are held to help teachers, staff, parents and students to have a better understanding of students with special educational needs. The key members of the Student Support Team are the Principal, Vice-principal, School Curriculum Leader, Discipline Master/Mistress, Special Education Needs Coordinator, school social worker, Special Educational Needs Support Teacher, School-based Speech Therapist and Special Education Needs collaborative teachers. The team implements and promotes related policies and issues.

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. Support service is provided for NCS students.

Curriculum Tailoring and Adaptation:

We cater for learner diversity through the 3-Tier Intervention Model. Intervention and enrichment programmes on Chinese Language, English Language and Mathematics are provided outside class time according to the needs of the School and students.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The School formulates clear Home-School Co-operation Policy and supports the parents by offering parent education activities. Parents are encouraged to be volunteers to provide support for school events and be more involved in their children's school so as to promote mutual understanding and create a harmonious school together.

School Ethos:

Our well-behaved students result from the simplicity of the school ethos. As mentioned in the main theme, the School has created a caring and supportive climate. Various programmes which aim at helping students to develop good social skills have been promoted and student leader services have been created. Students enjoy amicable and harmonious relationships with one another. Students' learning is further extended and diversified beyond the classroom in the light of "A school without boundaries". Different teaching modes like cooperative learning are applied in a small class teaching environment. With increasing participation in the learning process, students build up their confidence and learn actively, establishing a solid positive value foundation.

Future Development

School Development Plan:

Teacher professional development and training enables teachers to plan challenging learning programmes for students. The School provides a caring & supportive environment for new teaching colleagues through mentor programme. Through the mechanism of School self-evaluation, enhancement of quality human resources management and accountability practice, the school aims at achieving excellence and improvement.

Teacher Professional Training & Development:

In order to fulfill EDB requirements, the School formulates its professional development plans according to the annual school plan, major concerns and school needs. The School continues to organise Professional Training & Development activities such as workshops, seminars, experience-sharing sessions and visits in cooperation with the EDB or other schools/institutions for teachers. Teachers also have practices like co-planning, peer lesson observation and evaluation in order to keep in touch with the latest development of the education sector.

Others

We have scholarship provided by PTA in order to steer every student achieving their highest both in academic and conduct behaviours.