中華基督教會大澳小學
C.C.C. Tai O 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
Ms. Lam Yuk Ying	Ms. So Chi Ying	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					50%

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	Let no one make little of you because you are young, but be an example to the church in word, in behaviour, in love, in faith, in holy living.	1925	Chinese	-	About 1300 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
-	-	-	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
6	1	1	1	-

Special Room(s)	Facility(ies) for Supporting Students with Special Educational Needs
4 rooms (Steam Room, Multi-function Room, TOPS Chat Room, Counselling Room).	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	16	Total number of teachers in the school	19

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%	94%	36%	84%	32%	10%	58%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	1	1	1	1	1	1	6
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	1	1	1	1	1	1	6

Mode of teaching at different levels	To implement small class teaching with less than 16 students each. To facilitate NCS students' learning of Chinese language in small groups with professional teachers.
Remarks	-

Performance Assessment

Number of test(s) per year (P1 only)	0	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)	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	Students' attitude, skills & knowledge are assessed through formative & summative assessment to enhance learning & teaching. Self evaluation & peer evaluation are also adopted to diversify assessment for learning in various modes like e-homework, presentation, practical exams & projects.
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	One class at each level.

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	8:25 AM	3:20 PM	1:00 PM - 2:10 PM

Lunch arrangement	Healthy school life	Remarks
Provided by designated supplier and arranged by parents.	Holistic & strategic planning with Healthy Campus Policy.	-

Life-wide Learning

Table tennis club, Football club, Piano class, Junior Police Call, Basketball team, Handball team, Taekwondo class, Dodge ball group, Violin class, Rope Skipping class, STEM mBot class,3D printing class, Drone workshops, STEM Programming, Maker Training, Digital Drawing,3D VR Painting, STEAM little players, Break Dance, Praise Dance, Dancing Club, Flyball, steel tongu drum, Beijing Tour, Australia Tour, Wenchang Spacecraft Launch Site Tour.

School Mission

Together we nurture fullness of life; Hand in hand we witness the love of Christ.

School Characteristics

School Management

School Management Organisation:
Under IMC.

Incorporated Management Committee / School Management Committee / Management Committee:
IMC is formed by different stakeholders including teachers, alumni and parents etc.

School Green Policy:
Incorporate Green Concept into school curriculum, life-wide learning programmes and different ECA.

School's Major Concerns:
1. Creating an environment that enables students to progressively understand and adopt a healthy lifestyle.
2. Designing diverse learning experiences that integrate various learning focuses and values education.

Learning and Teaching Plan

Learning & Teaching Strategies:
With an optimal teacher-student ratio, we cater to individual student differences. Through a variety of learning experiences, we develop students' generic skills and promote holistic education.

Development of Major Renewed Emphases of the Primary Education Curriculum:
Our school prioritizes fostering students' positive values and attitudes, enhancing national identity through curriculum and life-wide learning activities, promoting Primary Humanities and Science subjects, and optimizing school assessment and assignment policies.

Development of Generic Skills:
To develop students' different generic skills by means of cross-disciplinary curriculum, multi intelligence development programmes and project learning.

Cultivation of Proper Values, Attitudes and Behaviours:
We cultivate positive values, attitudes, and behaviors through cross-disciplinary curricula, life-wide learning activities, school-based educational programmes, and reward schemes.

Student Support

Whole School Approach to Catering for Learner Diversity:
We have individual education plans for students in need. We also have remedial classes before school and homework guidance classes after school. We adopt co-operative learning, levelled tasks, higher order thinking skills and mixed ability grouping with a view to cater for students' diverse learning needs. We also have "Primary 1 New Pupils Adaptation Day" and "New comer adaptation programme", "Peer angels scheme", "NCS support programmes" and various award schemes, which all aim at helping students to learn more happily and confidently.

Whole School Approach to Integrated Education:
- Establishment of a caring inclusive campus has always been one of our core values.
- Integrated education implemented through curriculum, class building lessons, assemblies, personal growth education and comprehensive student guidance programmes.

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; and organising activities to create an inclusive learning environment in the school.
- NCS award schemes like Outstanding NCS student awards
- Orientation course for P.1 NCS students
- After school and holiday homework guidance classes
- Homework and assessment accommodation
- Chinese learning group Programme
- Cross-level Inclusive Reading Reward System

Curriculum Tailoring and Adaptation:
We regularly review and adapt our curriculum based on the latest educational developments and student needs. This ensures that we cater to diverse learning styles, create opportunities for balanced personal development, and achieve holistic education.

Home-School Co-operation and School Ethos

Home-School Co-operation:
To enhance the co-operation between school and parents, PTA activities, parent education programmes and interest groups are held for parents and parents are invited to be volunteers helping the development of our school.

School Ethos:
Pupils' ethics such as self-discipline, kindness and diligence are nurtured under the peaceful and tranquil atmosphere. Throughout the six-year span of school life, we hope our children could attain the goals of "being to learn, good at communication, brave to take responsibilities, dare to be creative, humble and polite, and faithful to both God and people" and become good citizens in the society.

Future Development

School Development Plan:
Future Development Plan includes:
1. Aligning lesson time and learning time to create opportunities for students to gradually understand and implement a healthy lifestyle.
2. Designing student-centered, diversified learning experiences and activities that connect different learning focuses and nurture students' proper values and attitudes.

Teacher Professional Training & Development:
Our school has fully met the Education Bureau's requirements for inclusive education teacher training, with over 85% of our teachers passing the Basic Law and National Security Law examinations. In addition to subject-based professional development, our teachers are required to have annual regular training in national security education, values education, Digital education, and Humanities/Science.

Others

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