聖公會偉倫小學
S.K.H. Wei Lun Primary School
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99
POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Yuen King Hang Alan	Ms. Lo Oi Yu	Not yet 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					Not Applicable

Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Anglican (Hong Kong) Primary Schools Council Limited	Not to be served but to serve	1993	Chinese	Nanny van	About 5015 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	$400	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
18	2	1	1	Chapel, Basketball Court, Wei Lun Sunshine Garden, Prayer Corner.

Special Room(s)	Facility(ies) for Supporting Students with Special Educational Needs
Computer Rooms, Music Rooms, Visual Art Room, General Studies Room, Chinese Room, English Room, Multi-purpose Room, Small-class Teaching Rooms.	Ramp, 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	36	Total number of teachers in the school	40

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
98%	100%	48%	73%	22%	20%	58%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	3	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	3	18

Mode of teaching at different levels	Small class teaching, pull-out group teaching.
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)	2	Number of exam(s) per year (P2 to P6 only)	2		

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	No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders	No
Diversified Assessment for Learning	Formative assessments such as project learning, class activities and performance task, etc.
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.2-P.6: Teaching Chinese in Cantonese or Putonghua Chinese Group Teaching; P.5-P.6: Chinese / English Group P.2-P.3: Chinese Small Group Teaching (Pull-out); P.1-P.4: Non-Chinese Speaking Students' Chinese Class (Pull-out).

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	8	35 mins	8:15 AM	2:55 PM	12:25 PM - 1:15 PM

Lunch arrangement	Healthy school life	Remarks
Provided by designated supplier and arranged by parents.	Eat smart, physical health, Green School. Healthy Campus Series: Chill and Thrill at Wei Lun.	Morning Reading: Mon.–Fri. mornings. Experiential Learning: Tue.–Thu. afternoons. Multiple Intelligences (MI) Classes: Fri. afternoons. Life-Wide Learning: Theme Days, Chinese Culture Day, English Day, Mathematics Week, Gospel Day, Educational Camps, and Cross-Curricular Reading. Talent & Leadership: Leadership, School Teams, Math Olympiad, Gifted Ed, Digital & Tech, and Class Management. In-class remedial and counseling activities.

Life-wide Learning

STEAM (Science Exploration, Programming, Lego Robotics)
Sports (Athletics, Ball games, Swimming, Dancing)
Performing Arts (Choir, School Band, Handchimes & Handbells, Chinese Drums, Drama, Verse speaking)
Service (Cub Scouts, Boys' Brigade, Worship Team, Junior Police Call, Community Youth Club)
Academics (Math Olympiad, Debate, Programmes for the Gifted, Project Learning)
Arts (Arts Classes, Chinese and Western Instruments Classes)

School Mission

We are a Christian school that fully embraces the Anglican ethos inherited by the Hong Kong Sheng Kung Hui, which forms the basis of the curriculum design and implementation for the nurture of the next generation. We provide holistic education for our students by taking the Christian value as an essential element in the entire school curriculum. For this reason, students are required to attend all lessons, school events and educational activities provided by our schools.

School Characteristics

School Management

School Management Organisation:
School Management & IMC Composition:
Managed by the Anglican (Hong Kong) Primary Schools Council Limited, the IMC and the Principal oversee daily school operations. Various administrative, subject, and functional committees drive school management and teaching.

Incorporated Management Committee / School Management Committee / Management Committee:
Composition of the IMC:
The IMC consists of 15 members: 7 Sponsoring Body Managers, 1 Independent Manager, 1 Ex-officio Manager (the Principal), 1 Teacher Manager, 1 Parent Manager, 1 Alumni Manager, 1 Alternate Sponsoring Body Manager, 1 Alternate Teacher Manager, and 1 Alternate Parent Manager.

School Green Policy:
Eco lunch, Paper Recycling, Green School.

School's Major Concerns:
1. To continuously develop school-based curriculum for each subject to improve student's self-directed learning.
2. Value Education: Develop students with moral values and persistence to face challenges.

Learning and Teaching Plan

Learning & Teaching Strategies:
1. Formative Instructional Practice (Assessment for learning).
2. Active Participation & Collaboration through Co-operative Learning and Self-directed Learning (Group co-learning and inter-group mutual learning).
3. Self-directed Learning through e-learning and high-order thinking skills.
4. Catering for learner diversity through differentiated instructions.

Development of Major Renewed Emphases of the Primary Education Curriculum:
To accommodate the latest developments in primary school education curriculum, the school has rewritten its timetable to create more learning time and space for students. Special class time is assigned each week to provide flexible and non-regular courses that aim at strengthening students' values education, career planning, cross-curricular learning and reading, and promoting the comprehensive development of students' lifelong learning abilities.
In terms of curriculum, the school has designed a three-tiered interdisciplinary STEAM curriculum to cultivate students' scientific research interests comprehensively. Aiming at providing students with diversified, lively, interesting and dynamic experiential learning opportunities, the school also uses the Life-wide Learning Grant to organize more out-of-classroom activities for them. Values education is also promoted from the aspects of "Intellectual, Emotional, Volitional and Behavioural" dimensions.

Development of Generic Skills:
Nine types of generic skills: collaboration skills, communication skills, creativity, critical thinking skills, information technology skills, numeracy skills, problem-solving skills, self-management skills and study skills.

Cultivation of Proper Values, Attitudes and Behaviours:
1. Through life-wide learning activities, students can experience different learning tasks and carry out value education from "Intellectual, Emotional, Volitional and Behavioural" dimensions.
2. Keep the core values of "Clover Star" to develop students' values and attitudes such as self-discipline, perseverance, empathy, and caring.

Student Support

Whole School Approach to Catering for Learner Diversity:
1. Set up Student Support Team / School Guidance Teacher and School-based Educational Psychologist.
2. P.2-P.5 Remedial classes.
3. Provide extra training & special test and exam arrangement for students with special needs.
4. P.2-P.3 Chinese Pull-out class, P.5-P.6 Chinese / English Group Teaching.
5. Gifted learning groups for each subject.

Whole School Approach to Integrated Education:
1. Set up Student Support Team.
2. Hire external organisations to provide services for students in need.
3. Hire extra teachers to conduct small group activities.
4. Storytellers help students in need during recess.

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 hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents of NCS students.
1. P.1 Adaptation Programme;
2. P.1-P.4 Summer Bridging Programmes for Non-Chinese Speaking Students;
3. Secondary 1 Bridging Support.

Curriculum Tailoring and Adaptation:
Provide tailored curriculum and modify homework for students with special educational needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:
The PTA activities such as volunteering and workshops not only support the school development, but also strengthen parent-school communication.

School Ethos:
1. Strong sense of belonging & close teacher-student relationship;
2. Rich religious atmosphere, simple and pure;
3. Enjoyable school life with active participation;
4. Strong home-school cooperation.

Future Development

School Development Plan:
1. Develop school-based curriculum to enhance students' self-directed learning.
2. Promote value education, and equip students with positive learning attitude.

Teacher Professional Training & Development:
Staff Development through school-based training programmes by EDB or other professional bodies to enhance effectiveness of learning and teaching.

Others

1. Mainland and Overseas Exchange Programmes.
2. PTA Scholarship for Outstanding Performance in Sports / Arts / Music.
3. PTA Scholarship for Outstanding Non-Chinese Speaking Students.
4. Sister School Exchange Programmes.