中華基督教會長洲堂錦江小學
C.C.C. Cheung Chau Church Kam Kong 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
Rev. Lo Pui Yi, Eva	Mr. Wong Man Lung	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					84%

Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Church of Christ in China Cheung Chau Church	Respect, Love, Diligence and Prudence	1978	Chinese (incl.: Putonghua) and English	-	About 2000 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
-	-	$30	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
6	1	-	1	Mini Hall. WiFi provided for e-learning. Well-equipped classrooms with electronic whiteboard.

Special Room(s)	Facility(ies) for Supporting Students with Special Educational Needs
7 Rooms (Kam Kong Reading Lounge, Multi Intelligence Library, Computer Room, Science Room, Conference Room, Counselling Room).	Ramp, Accessible lift, Accessible toilet and Tactile guide path plan.

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	18

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
94%	100%	62%	75%	38%	5%	57%

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	0	1	1	1	1	1	5

Mode of teaching at different levels	Catering for diverse learning needs of students on the basis of whole school approach. Enhancing self learning and positive learning attitude through adopting wide range of various teaching strategies.
Remarks	-

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)	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	Primary 2 students do not have tests. MI assessments are conducted at all levels, with reports sent to parents each semester. Thematic learning and progressive assessments focus on learning goals to improve student learning effectiveness.
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	N.A.

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	8:45 AM	Please see Remarks	12:15 PM - 1:05 PM

Lunch arrangement	Healthy school life	Remarks
Arranged by parents.	School participates in Joyful Fruit Day for several years. Students are encouraged to bring healthy food for refreshment during recess. Both students and parents are keen to participate on Sports Day. During recess, students participate in activities such as playing basketball, dodgebee, skipping rope, playing table tennis, and using hula hoops.	Morning Activity Class 08:00 - 08:45 Class Teacher Period 15:35 - 15:45 (Mon, Tue, Thu, Fri) Class Teacher Period 14:50 - 15:00 (Wed) Homework Tutorial Class 15:45 - 16:00 After-School Care Services 16:00 - 19:00

Life-wide Learning

1. Extracurricular Activities
Track and field, football, basketball, table tennis, badminton, skipping rope, taekwondo, KPop, dragon and lion dance, Chinese handicraft, English club, a cappella, erhu, KK BAND, singing, saxophone, cub scouts, African drums
2. Anniversary Event
Mainland study tours, travel visits, education camps, sports meets, English days, STEAM Day, Campus run, etc.

School Mission

"Respect, love, diligence, prudence" In a loving Christian environment, our school combines the moral, intellectual, physical, aesthetic and spiritual approach to learning. These six all encompassing paths lead to a sense of integrity and solidarity, blended with an inquisitive mind and sound body. This is delivered in an enjoyable learning environment in all subjects as well as our diverse extra-curricular activities. Thus establishing our students with a desire for excellence and growth and the courage to meet challenges in furthering their outlook on life and its values.

School Characteristics

School Management

School Management Organisation:
All teachers and staff implement the school with the shared goals and objectives. The School Principal plans and monitors the school affairs and The Incorporated Management Committee supervises the whole school. Four domains, including Management and Organisation, Learning and Teaching, Student Support and Student Ethos, and Student Performance are the main focuses to promote the development of the school.

Incorporated Management Committee / School Management Committee / Management Committee:
The composition of the IMC includes SSB manager, the principal, elected parent manager, elected teacher manager, alumni manager and independent manager.

School Green Policy:
A school-based environmental policy is in place to enhance students' environmental awareness and develop their environmentally friendly attitude. Energy conservation and efficiency are our ways to fulfil the policy, e.g. air-conditioning below 25 degrees Celsius, replacement of T5 energy saving fluorescent lamps, waste separation by three-colored recycling bins, etc.

School's Major Concerns:
1. Cultivating Future-Ready resilient leaders through deepened nature and lite education.
2. Anchoring the Identity of proud Kam Kong citizens by uniting Chinese culture and Cheung Chau Heritage.

Learning and Teaching Plan

Learning & Teaching Strategies:
Classes in Chinese, English, and Mathematics are held consecutively to enhance teaching strategies. Remedial sessions occur after school for advanced and remedial effects. Our school fosters intellectual, moral, civic, physical, and artistic development through all-round learning. Classrooms feature multimedia systems for interdisciplinary teaching.

Development of Major Renewed Emphases of the Primary Education Curriculum:
1. Values education is integrated into all curriculums to strengthen Positive education and National education, including campus display boards,assembly, teacher's sharing, weekly flag-raising ceremonies and singing of the national anthem and a speech under the National Flag.
2. The curriculum is integrated with Nature education to strengthen students' connection with nature and promote their healthy physical and mental development.
3. Develop and discover students' artistic potential, provide students with opportunities to explore nine intelligence platforms, and plan and offer multiple intelligence courses.
4. Cultivate students' interest and ability in reading through various reading reward programs, good book sharing, morning story time, etc.
5. Provide overseas exchanges, interest groups, all-round learning and interdisciplinary learning activities to enrich students' learning experience.

Development of Generic Skills:
Students develop their generic skills through Project learning and Studies. The nine generic skills are: collaboration skills, communications skill, creativity, critical thinking skills, IT skills, numeracy skills, problem-solving skills, self-management skills and study skills.

Cultivation of Proper Values, Attitudes and Behaviours:
Students are encouraged to develop positive values, recognize and explore their own character with high level of self-efficacy. Building their resilience so as to be positive and optimistic when facing adversity.

Student Support

Whole School Approach to Catering for Learner Diversity:
To cater for students with special educational needs, we have put a remedial teaching plan in place. Professional teams are invited to organize activities for our students to enhance their attention span and social skills. After school, we have homework remedial classes with professional tutors to assist the less able students.

Whole School Approach to Integrated Education:
Making full use of EDB funding to employ specialists such as School-based Speech Therapist and School-based Educational Psychologists to help students in need. Professional teams are invited to organize activities for our students to enhance their attention span and social skills. All teachers are encouraged to join the training workshops in order to cater for learner diversity more effectively. Building an inclusive school culture through a variety of activities is our shared goal.

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; and organising activities to create an inclusive learning environment in the school.

Curriculum Tailoring and Adaptation:
Curriculum is tailor-made for SEN students, e.g. homework and assessment adaptation. Providing after-school support to students in need. Individual or group tutorial is designed for students.

Home-School Co-operation and School Ethos

Home-School Co-operation:
1. Organize parent-child activities and teacher-respect activities.
2. Organize parent seminars.
3. Assist the school in carrying out school affairs.

School Ethos:
A loving and caring Christian environment is created where moral and religious values are emphasized. We are committed to providing our students with an all-round education and to equip them with the skills they need for lifelong learning. This enables our students to develop their moral values and competencies to cope with the challenges of life and to contribute to society.

Future Development

School Development Plan:
1. Cultivating Future-Ready resilient leaders through deepened nature and lite education.
2. Anchoring the Identity of proud Kam Kong citizens by uniting Chinese culture and Cheung Chau Heritage.

Teacher Professional Training & Development:
Teacher professional training & development is organized by Teacher Professional Development Team with the focus of the school major and key concerns. Through collaboration with different institutions, enhancing the quality of professional and teaching skills.

Others

Connecting Cheung Chau with the World through STEAM Education.
Schools all over different districts in Hong Kong are invited to join the STEAM Fair held by our school in Cheung Chau. This platform is provided for the students who take part in the event to exchange the knowledge they learn and present their STEAM products.