



天主教領島學校 Ling To Catholic Primary School

Chun Man Court, Oi Man Estate, Homantin, Kowloon

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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
Mr. Kwan Chun Wai	Ms. Ho Miu Yin Maureen	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					36%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Hong Kong Catholic Diocesan School	Discernment and Perseverance	1955	Chinese (incl.: Putonghua) and English	School Bus	About 2060 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-				Yes	
4Rs Mental Health Charter	Yes	Whole School Health Programme		Advanced School	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$50	\$300 (Fees for specific purposes)	Replacement of student card \$27

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
26	2	1	1	Synthetic Ice Rink, Chapel, Student Counseling Room, Meeting Room, Remedial Teaching Classrooms, Speech Therapy Room, PTA Room & School History Room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
English Room, CEO Learning Centre, CoolThink@JC Lab, Multi-Purpose room, Computer Room, Music Room.				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			30	Total number of teachers in the school		36
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
92%	100%	23%	80%	55%	28%	17%

Class Structure

				P1	P2	P3	P4	P5	P6	Total
2025/2026 school year				No. of classes	2	2	2	2	4	14
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)				No. of classes	2	2	2	3	2	13
Mode of teaching at different levels		Small Class Teaching with 25 pupils per class, with whole-school-Inclusive-Education.								
Remarks		Provide remedial classes and gifted programmes for students, e.g. Musical Team, Mathematical Thinking training classes, STEM+C school teams and Little Scientists.								

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	We have a variety of both formative and summative assessments, e.g. self-assessment, peer assessment, parents and teacher assessment. Adjustment policy in Assessments for SENs.						
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 to P.6 classes are in mixed mode. P.1 to P.2 Chinese Language is taught in School-Based Putonghua.						

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	30 mins	8:00 AM	3:15 PM	12:35 PM - 1:35 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Our school participates in the Hong Kong Healthy Schools Award Scheme, the EatSmart School Accreditation Scheme and the MVPA60 Award Scheme. Our school has been selected as one of the Happy Schools, dedicated to creating a caring and friendly campus culture that makes students feel happy.		1. The school established policies on the usage of electricity, water, paper and various consumables, to reduce emissions and waste. 2. We installed environmental lighting systems and water-saving appliances with a Grade 1 energy label, to reduce energy. 3. Solar power generation devices are installed, providing environmentally friendly electricity to the community. 4. Greening our campus with curated gardens.		

Life-wide Learning		P.2
1. Life education classes every Monday. 2. Learning-by-Doing sessions and physical education experience classes every Tuesday to Thursday. 3. Multiple intelligence Courses every Friday.		
School Mission		
We raise our children with positive values with the core values of Catholic Education and our school motto: critical judgement and behave conscientiously. We help students grow healthily and develop their fullest potentials to become leaders in the future with CEO (Creative, Environmental and Optimistic) characteristics.		
School Characteristics		
School Management		
School Management Organisation:		
The school administration is divided into 4 dimensions according to EDB's guidelines. To enhance efficiency, each dimension has an administration handbook for reference and is empowered with accountability to implement school policy.		
Incorporated Management Committee / School Management Committee / Management Committee:		
To Optimize School Governance, members of IMC: Sponsoring Body Managers, School Principal, Teacher Manager, Alumni Manager, Parent Manager and Independent Manager.		
School Green Policy:		
We join the Green School Project and Programmes like Green Elites Campus Accreditation Programme to learn the importance of saving the Earth. One Person, One Flower Scheme helps students become good "Earth-Keepers".		
School's Major Concerns:		
1. Students can use the correct values as the fundamental principles for handling daily matters, loving God, loving others, and loving their country. 2. Students can deepen their attitudes, skills, and knowledge to face future life challenges.		
Learning and Teaching Plan		
Learning & Teaching Strategies:		
We cater to the diversity of students through a variety of teaching strategies and assessments.		
1. Using AI and e-learning platforms, we develop an adaptive learning model that allows students to learn at their own level and pace. 2. Each classroom is designed to incorporate reading, writing, listening, speaking, hands-on and reasoning activities so that students with different characteristics can participate and show their strengths. 3. STEAM education and cross-curricular reading are developed, enabling students to integrate and apply knowledge with flexibility. 4. Develop students' independent learning skills through question and answering, quality feedback, note taking, discussion, role-playing, the use of organisational graphics. 5. The interweaving relationship among learning, teaching and assessment allows teachers and students to obtain useful data that enhances learning and teaching. 6. Values education is embedded in the curriculum to nurture students in all aspects.		
Development of Major Renewed Emphases of the Primary Education Curriculum:		
Better use of school hours: The timetable is reorganised to make way for enriched learning experiences for students. Students learn the textbook essentials in the morning and finish most of their homework and participate in multiple intelligence activities in the afternoon. After school, students can develop their own interests, study independently or have a rest, achieving a balanced physical and spiritual development. Catering to student diversity: The school is actively developing a blended learning model with e-learning, where students can learn according to their own habits. In addition, the school offers a wide range of extra-curricular activities for students to participate in, catering for their different interests. STEAM education: The school has multiple years of experience in developing students' computational thinking, allowing students to develop and apply such skills on problem solving and innovation.		
Development of Generic Skills:		
Nurturing students' generic skills through daily teaching and learning: 1. The teaching and learning of generic skills are integrated into every subject. 2. LBD Day is organised every year, where students work on projects and present their results to parents and guests. 3. LBD activities are held every day in the afternoon, where students apply their generic skills to complete relevant tasks.		
Cultivation of Proper Values, Attitudes and Behaviours:		
We uphold the five core values of Catholic education and incorporate values education in different stages of learning, nurturing students who love God and love others. We design learning experiences that align with the ten priority values and information literacy put forward by the EDB. Students learn about the importance of the relevant values through their own experience. Leadership courses are introduced for our students to gain seven habits that lead to success and become leaders in life.		
Student Support		
Whole School Approach to Catering for Learner Diversity:		
School has provided Attention Training Classes, Social Skills Groups, Remedial Classes and Curriculum Tailoring in the main subjects. School-based educational psychologists hold consultation meetings on learning adaptations including homework and exams for students in need. School-based Speech Therapy Services provides speech training to students. An extra teacher and one teaching assistant are hired to support students with special educational needs in classes through collaborative teaching.		
Whole School Approach to Integrated Education:		
We implement the Whole School Approach to integrated education and has set school-based policies to utilize resources effectively for students in need, including Learning Support Grant. Special programmes and strategies are employed to provide tailor-made support to students with special educational needs, including small-class teaching, homework and assessment accommodation, counselling groups, social skills training. School-based Speech Therapy Service and individual education plans. We adopt the Home-School Cooperation strategy. Parents' views are respected and support from parents is solicited.		
Education Support for Non-Chinese Speaking (NCS) Students:		
Our school provides additional support for NCS students to facilitate their learning of 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 our school uses Putonghua to teach Chinese in all classes / groups at certain levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc.		
Curriculum Tailoring and Adaptation:		
Through the "READ & WRITE" Program to increase students' reading and writing abilities. Provide course adaptations for students with special needs and learning courses for more able students, such as Musical Team, Mathematical Thinking training classes, STEM+C school teams and Little Scientists etc. Gifted learners will be promoted for elite courses run by HK Academy for Gifted Education.		
Home-School Co-operation and School Ethos		
Home-School Co-operation:		
The school PTA acts as a path of communication between parents and the school, as well as an important partner for the school's development. The PTA organises:		
1. Parent WhatsApp groups for bilateral communication. 2. An academy for parents to share information on childcare and education. 3. Coffee Chat sessions for parents to learn about the school's latest developments and voice opinions. 4. Family trips to foster parent-child relationships.		
School Ethos:		
Our teachers uphold the five core values of Catholic education. We teach with love, building a caring campus.		
1. The school focuses on cultivating good manners and a sense of responsibility among students, so that they respect themselves as well as others. 2. The school stresses the importance of developing students' moral character. We participate in the "WE" Positive Dynamic Scheme organised by the EDB to build students' self-image. 3. "Good Student of Ling To" Award Scheme encourages students to set personal goals, improve themselves and strive for excellence. 4. The school fosters a caring and inclusive culture among students through various talks and activities. Students develop resilience and give back to the school and their peers through the Understanding Adolescent Project. 5. The school has a team of Christian Pioneers that serves others in the spirit of Christ.		
Future Development		
School Development Plan:		
Students can develop an interest in learning, lifelong abilities and a proper outlook on life from an early age. The school adheres to the core values of Catholic education and adopts a humanistic approach in designing the six-year primary school curriculum. The school's future developments include:		
1. Enhancing the effectiveness of learning and teaching. 2. Making learning more enjoyable. 3. Cultivating the right values in life. 4. Developing soft skills and discovering children's strengths. 5. Developing students' interest and habit of reading.		
Teacher Professional Training & Development:		
Promote effective collaborative lesson planning, use of data and accurate design of teaching activities to address students' learning difficulties.		
Others		
The school has joined the Digital Education Centre of Excellence Scheme, HKJC GOAI, Knowing More About IT in Primary Schools Scheme, APlus Learning Platform, Space Town Literacy Programme, Jockey Club Life Adventure Opportunity Hub, The Hong Kong Jockey Club Financial Education Programme and JC CoolScience and has been certified under QAMAS launched by the HKEAA.		