



獻主會小學  
Oblate 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                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-----------------------------------|-------------------------------------------------|----------------|----------------------------------|
| Father Kalisz Slawomir                                                                                                                                            | Ms. Ng Wai Yi        | 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 |                      |                                   |                                                 |                | 100%                             |
| 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 People | 1975                              | Chinese                                         | School Bus     | About 5230 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 |
|------------|----------|---------|-----------------------------------------|----------------------|
| -          | -        | -       | -                                       | -                    |

### School Facilities

| No. of Classroom(s)                                                                                                                                                                                                                              | No. of Playground(s) | No. of School Hall(s) | No. of Library(ies) | Others                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-----------------------|---------------------|----------------------------------------------------------------------|
| 26                                                                                                                                                                                                                                               | 2                    | 1                     | 1                   | Chapel (prayer room)                                                 |
| Special Room(s)                                                                                                                                                                                                                                  |                      |                       |                     | Facility(ies) for Supporting Students with Special Educational Needs |
| Assembly Hall, Student Activity Centre, Visual Arts Room, Campus TV Room, Music Room, English Room, Small group classroom, Conference Room, Library, Staff Room, Social Workers Office, Teachers' lounge, General Office and STEM & Computer Lab |                      |                       |                     | 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 |                 |                                    |                            | 50                      | Total number of teachers in the school |                   | 53 |
| 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%            | 51%                                | 69%                        | 31%                     | 20%                                    | 49%               |    |

### Class Structure

|                                                                                   |                                                                                                                                                               | P1 | P2 | P3 | P4 | P5 | P6 | Total |
|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----|----|----|----|----|----|-------|
| 2025/2026 school year                                                             | No. of classes                                                                                                                                                | 4  | 4  | 4  | 4  | 5  | 5  | 26    |
| 2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026) | No. of classes                                                                                                                                                | 5  | 4  | 4  | 4  | 4  | 5  | 26    |
| Mode of teaching at different levels                                              | One elite class and one Sign Bilingualism and Co-enrolment class are organized each level. One Integrated class has been organized in Primary 2 to Primary 4. |    |    |    |    |    |    |       |
| 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                                                                                                                                                                                                                                                                 | Various modes of assessment have been adopted. Mathematics: combined with performance assessment. General Studies: proactive learning and inquiry-based learning have been stimulated through project learning with the help of attitude assessment. PE Peer Evaluation: A rubric for students to assess each others' sports techniques and foster mutual learning. |   |                                            |  |   |                                                                                     |     |
| 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                                                                                                                                                                                                                                                                               | Class allocation is based on students' academic results. (P.1-P.6)                                                                                                                                                                                                                                                                                                  |   |                                            |  |   |                                                                                     |     |

### 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                        | 8:00 AM                                                                                                                                                                 | 3:15 PM        | 1:05 PM - 1:55 PM |
| Lunch arrangement                                                                        | Healthy school life                                                                                                                      |                                | Remarks                                                                                                                                                                 |                |                   |
| Provided by designated supplier. KS2 students (Lunch Ambassadors) assist P.1-2 students. | Participation in Eat Smart School Accreditation Scheme (ESAS), Joyful Fruit Month, School Physical Fitness Award, SportACT Award scheme. |                                | 1. The Chinese subject has been taught in Cantonese since 2020/2021.<br>2. One tutorial lesson is set every day.<br>3. Extra-curricular activities are held on Fridays. |                |                   |

## Life-wide Learning

A variety of both academic and arts programmes are provided to students, including academics, music, sport, art, choral speaking, drama, reading, STEAM, uniform groups, etc. enhancement courses are held to unleash students' potential. A 'Smart Kids Award Scheme' has also been set up to stimulate students to a proactive learning attitude and enjoying a happy school life so as to enhance their sense of accomplishment and belonging to the school.

## School Mission

Based upon Jesus Christ's love, our school's motto is to 'Love God and Love People'. Building up a good home-school partnership, our emphasis is on a balanced development in the domains of spiritual, 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 Incorporated Management Committee of Oblate Primary School was set up and the school is collectively managed by managers from different constituencies to highly develop the four domains: 'Management and Organization', 'Learning and Teaching', 'Student Support and School Ethos' and 'Student performance'.

#### Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee of Oblate Primary School was established on February 14, 2013, composed by 15 members, including SSB Managers, ASSB Manager, Independent Manager, Ex-Officio Manager, Parent Manager & Alternate Parent Manager, Teacher Manager & Alternate Teacher Manager and Alumni Manager.

#### School Green Policy:

The Task Force on 'Green and Healthy Campus' was set up to promote the education of environmental protection by different activities and programmes, such as saving-energy and carbon reduction activities, kitchen waste collection, eco-planting and recycling bins. To install energy-saving facilities and energy monitoring system by joining "Green Schools 2.0" programme.

#### School's Major Concerns:

1. Digital Education
2. Values Education

### Learning and Teaching Plan

#### Learning & Teaching Strategies:

1. "Joyous Efficient Learning" policy has been successfully promoted (whole-school approach).
2. BYOD e-Learning strategy has been fully promoted (P.3-P.6).
3. Digital Education has been applied flexibly to enhance the effectiveness of learning and teaching.
4. Values Education has been embedded across all subjects to cultivate students' character and qualities.

#### Development of Major Renewed Emphases of the Primary Education Curriculum:

1. To foster a new generation that is both morally grounded and capable (responsible, have a global perspective, and love their country and home) through cultivating students' correct values.
2. To optimize learning time by offering multiple intelligence classes to enhance curriculum, assessment, assignments, and life-wide learning, thereby creating more space for student growth.
3. Place student learning at the centre; strengthen self-directed learning abilities through cross-curricular teaching strategies.

#### Development of Generic Skills:

Through a variety of learning experiences—such as academic learning, arts and physical education, and service activities—develop students' foundational skills, thinking abilities, and personal and social capabilities.

#### Cultivation of Proper Values, Attitudes and Behaviours:

Our school fosters positive values and attitudes, implementation of the 4Rs Mental Health Charter, prioritizing mental well-being, and promoting whole-person development, through a curriculum enriched by weekly moral lessons, workshops, field trips, and booth activities. We aim to strengthen students' sense of national identity and rule of law, and their commitment to safeguarding national security.

### Student Support

#### Whole School Approach to Catering for Learner Diversity:

1. Chinese/English/Mathematics tutorial before class.
2. Homework remedial class after school.
3. Elite class, inclusive class and collaboration class are set up.
4. Homework/dictation/assessment accommodation.
5. Individual Education Plan.
6. Progressive student reward plan.

#### Whole School Approach to Integrated Education:

With Learning Support Grant (LSG), in the implementation of Whole School Approach (WSA), remedial teaching, intensive programme (IP) groups and assessment accommodations, School-based Educational Psychological Service, Enhanced School-based Speech Therapy Service, Sign Bilingualism and Co-enrolment in Deaf Education (SLCO) Programme are provided to students so as to cater for students' diverse learning needs and to facilitate their integration into learning environment. The school cares a lot about Home-School Co-operation through Parents' Day, Talks, e-Communication Apps and so on, to enhance the communication between parents and teachers and facilitate home-school cooperation, so as to jointly cultivate the good character of students.

#### 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; 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.

#### Curriculum Tailoring and Adaptation:

1. The school has established a school-based 'Talent Pool' and provides pull-out programmes, training or to recommend competitions for students with different talents to develop their potentials.
2. To cater for students learning diversity through adopting the 'Three-Tier Implementation Model', tiered assignments, collaborative learning and Individual Education Programme (IEP).

### Home-School Co-operation and School Ethos

#### Home-School Co-operation:

The school pays attention to Home-school co-operation, set up the PTA to enhance communications between parents and the school. To enhance parents in fostering children's knowledge, skills and attitudes through organizing various Home-school activities, such as Parents' Talk and Parent-child Reading, etc. The PTA raise funds for 'School Promotion Fund' actively, and co-operate with teachers to promote Digital Education and Values Education, so as to nurture talents.

#### School Ethos:

The school helps students cultivate the moral values of the school motto, 'Love God, Love People,' and enhances their national identity through both formal and informal curricula. These include morning assemblies and moral talks aimed at promoting spiritual, ethical, civic, and national education. Furthermore, students' leadership qualities are discovered through the establishment of a prefect team and various service ambassador teams. Training and service opportunities are provided in various areas of school life. Through a series of training activities, leadership abilities are strengthened, empowering students not only to serve the school but also to give back to the community.

### Future Development

#### School Development Plan:

Implement Digital and Values Education to guide students in developing digital literacy and positive values, fostering excellence and balanced whole-person development.

#### Teacher Professional Training & Development:

The school encourages continuous professional growth by organising diverse training activities. These initiatives aim to enhance teacher professionalism, support the implementation of Digital and Values Education, and collectively build a positive school culture.

### Others

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