



School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Lai Yuk Ching	Mr. Luk Chi Cheong	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					93%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Emmanuel Church	Respect God and Love Your Neighbours	1962	Chinese	Nanny van	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
-	-	\$20	-	\$40 (Replacement of Student Smart Card) \$25 (Copy of student report card)

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
12	1	1	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Multi-purpose Room, CAL Room, Reading Room, Music room, NCS room, PTA Room, SGO Meeting Room, Remedial Classrooms, etc.				-

Teaching Staff Information (including School Head) in the 2025/2026 school year

Number of teaching posts in the approved establishment				22		Total number of teachers in the school		29	
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%	39%		95%	15%		12%		73%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	1	1	2	2	2	2	10
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	1	1	1	2	2	2	9
Mode of teaching at different levels	To cater for students under New Funding Mode: P5 Chinese and English small group teaching, P.1-P.6 remedial classes, English and Mathematics enrichment classes, programmes for gifted children. Small class teaching for the whole school.							
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							No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	No first or second term exams for P1. Instead, formative assessments are adopted to provide learning feedback and update parents. All year levels use diverse assessments (e.g., unit-based, online, oral presentations, projects). Classroom feedback and assessment data are used to improve teaching and 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	For primary 3 to 6, students will be placed into classes based on their academic performance and abilities.						

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	3:20 PM	12:30 PM - 1:20 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Parent volunteers help monitor the school lunch quality. The food supplier adheres to the Nutritional Guidelines in the preparation of lunch for students. We join the 'Eat Smart School Accordance Scheme', organize Fruit Month. We also join the School Physical Fitness Award Scheme.		1. Apart from the core subjects, morning reading, bible studies, personal growth education, mass assembly and class assembly are arranged to enhance moral and religious education. 2. School excursion and seminars. Professionals are invited to put on shows. 3. Dream Catcher Programme is launched to explore and develop children's talents. 4. Regular student talents shows are arranged.		

Life-wide Learning

1. A number of experiential learning activities, such as inspections, visits, interdisciplinary learning weeks, etc.;
2. Diversified after-school training and activities, such as STEAM, drama, Go, painting, string group, singing, Chinese dance, Latin dance, various ball games, swimming and taekwondo, etc.;
3. Various team activities, such as scouts, public welfare youth groups, volunteer services, etc.

School Mission

Provide high-quality holistic education to children in the district, so that every child can develop his potential and become a decent citizen who can 'respect God and love others'.

School Characteristics

School Management

School Management Organisation:

We have adopted the School-Based Management policy. With this policy, below the offices of Principal and Vice-Principal, function groups such as the guidance sector or the IT group, are headed by senior staff in order to organize, develop and monitor different school operations.

Incorporated Management Committee / School Management Committee / Management Committee:

Established in 2007, the IMC is comprised of the Supervisor, 7 professional members from Emmanuel Church, and other committee members including the Principal, 2 teacher representatives, 2 parent representatives, 1 alumni representative and 1 representative from the community. The IMC participates actively in school development and communication with teaching staffs and parents.

School Green Policy:

Through students' personal participation in diversified experiential learning activities, students are aroused to pay attention to sustainable development, thereby cultivating students' attitude towards caring for the environment and developing habits of cherishing resources and saving energy.

School's Major Concerns:

1. Cultivate students' independent learning attitude and habits, improve their self-learning ability, and promote learning and teaching effectiveness.
2. Cultivate students' positive values and promote their physical, mental and spiritual development.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. By optimizing the course design, incorporating self-study elements into classroom and assignment design, and improving students' self-study ability.
2. Promote e-learning to enhance students' independent learning ability and interest in learning.
3. Promote STEAM and sustainable development education to cultivate students' inquiry spirit and collaboration and other diversified development.
4. Provide tiered tasks or worksheets to cater for the diversity of students.
5. School-based enrichment courses are available.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Enhance students' understanding of the country and sense of belonging through civic education and sister school exchanges.
2. Provide students with different learning experiences and cultivate positive values through growth classes, all-round learning and school-based training and counseling activities.
3. Establish a "Childlike Campus" activity program to enrich students' learning experience and promote balanced physical and mental development.
4. Help students use effective electronic tools to learn before, during and after class, and comprehensively improve their learning efficiency.
5. Promote STEAM education, enhance students' STEAM knowledge and skills, and cultivate their information technology literacy through school-based integrated technology courses, programming courses and off-campus competitions.
6. Promote the development of students' multiple intelligences and lifelong learning abilities through interdisciplinary collaborative activities and theme learning weeks.

Development of Generic Skills:

Consolidate and enhance students' generic abilities through activities such as project-based learning, interdisciplinary collaboration and life-wide learning.

Cultivation of Proper Values, Attitudes and Behaviours:

1. Cultivate students' positive values through growth classes, all-round learning and school-based training and counseling activities.
2. Each subject incorporates elements of value education into relevant topics.
3. Help students develop positive values through a school-based reward scheme-Effort Pay Station.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. Establish enrichment and remedial classes to consolidate and promote learning.
2. Offer guided study sessions where teachers provide homework assistance and monitor learning progress.
3. Provide after-school support (supervised care/homework guidance classes) for students in need.
4. Implement enhancement programs, such as social communication, emotional management, sports & arts programs, etc.
5. Organize English reinforcement courses and adaptation activities for newly arrived students.
6. Implement Early Identification and Intervention Programme for P.1 Students with Learning Difficulties and Enhanced School-based Speech Therapy Service to identify and support at-risk students as early as possible.

Whole School Approach to Integrated Education:

1. Student Training Groups (Speech Therapy, Psycho-educational Counseling, Individual Education Plan (IEP), Social Communication Groups, Focus Games, Music Therapy, Peer Inclusion Groups/Workshops, etc.).
2. Parent Education and Support Services (Professional Consultation/Seminars/Workshops), with regular reviews and optimization of support strategies in collaboration with parents.
3. Professional Assessment and Referral Services (School-based Educational Psychology Service, Enhanced School-based Speech Therapy Service, school social worker support services, etc.)

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

Curriculum Tailoring and Adaptation:

1. Implement small-class teaching and co-teaching, where teachers and teaching assistants work together to support students.
2. Establish core subject pull-out teaching groups to implement curriculum adaptation and strengthen student support.
3. Provide adaptations for homework, dictation, or tests/exams for students in need.
4. Establish pull-out groups for core subjects to enhance individual attention and boost participation.
5. Utilize e-learning resources to foster students' self-directed learning habits and provide feedback.
6. Offer specialized training (e.g., sports and arts) based on students' talents.

Home-School Co-operation and School Ethos

Home-School Co-operation:

1. We value our school-family relationship and work closely with the PTA to provide family-oriented activities and parent seminars.
2. Parent volunteers help look after students' lunch. They also help in a lot of school events like excursions and fund-raising activities.
3. Strengthen home-school communication and exchange opinions through regular parent gatherings, phone calls, interviews, home visits, parent forums, etc.

School Ethos:

We base our school ethos on Biblical teachings, in order to foster a caring and compassionate school culture. Through the daily practice of our school spirit, in tandem with a comprehensive curriculum, we guide our students towards becoming decent, ethical members of society with strong values, and positive, proactive attitudes towards life.

Future Development

School Development Plan:

1. Foster self-directed learning habits. Introduce inquiry-based learning in core subjects to boost self-learning skills.
2. Hire more Native English Teachers to enrich the English environment and improve English teaching.
3. Implement life education to cultivate positive values and support students' holistic development.

Teacher Professional Training & Development:

1. Regularly organize professional exchange activities for teachers such as lectures, workshops, peer observation and sharing sessions.
2. To cooperate with school development, arrange teachers to participate in in-service training.
3. Teachers formulate personal professional development plans in line with the school's development priorities or subject objectives.

Others

Students are encouraged to join inter-school competitions to develop their potential and excel, including Speech (2nd in group, many solo awards), Drama (Adjudicator's Award), Music (2nd in Grade 8 piano, silvers), Dance (multiple Class A awards), Tchoukball, basketball, Olympiad, STEAM, drawing, and more.