

Primary School Profiles 2026

Wong Tai Sin District

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華德學校 Bishop Walsh Primary School

150 Junction Road, Kowloon

23372058

23361664

info@bishopwalsh.edu.hk

http://www.bishopwalsh.edu.hk

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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. Li Quing Fai	Ms. Lo Shuk Yee Jenny	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
Catholic Diocese of Hong Kong	Diligence, Prudence, Humbleness, Faithfulness	1963	Chinese (incl. Putonghua) and English	School Bus; Nanny van	About 3123 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
-	-	\$25	\$400	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	Labyrinth Garden, Planting Plot, Interactive Learning Corner and Campus TV.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
STEM Lab, Reading Room, Dance Studio, Visual Art Room, Music Room, English Activity Room, Library, Prayer Room, Smart Gym Room, Computer Room, Guidance Rooms, Conference 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				45	Total number of teachers in the school		50
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%	40%	66%	8%	30%	62%	

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	4	4	4	4	4	24
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	4	4	4	4	4	24
Mode of teaching at different levels	To enhance teaching and learning, Small Class Teaching is implemented. To cater to students' diverse learning needs, various after-school classes are organized.						
Remarks	1. To develop talents through the school-based gifted programmes. Students are encouraged to enhance their potential by participating in different internationally recognized exams and outside-school training. 2. To develop generic skills and build positive values through Cross-curricular Project Learning Week.						

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	No
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							No
Diversified Assessment for Learning	Different modes of assessment, including self assessment and peer assessment, are used in order to enhance teaching and learning. Diversified assessment is implemented through Project Learning and Thematic Learning. The assessment policy, which includes three assessments per school year, becomes effective in the 2025–2026 academic year.						
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	Streaming according to students' English academic abilities in Primary 5 and 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	10	35 mins	8:10 AM	3:15 PM	1:00 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	To encourage students to pursue holistic health, the school has become a member of the Whole School Health Programme and actively participates in the 4RS. Arrangements are made for students to take part as 'Environmental Ambassadors,' and a positive campus environment is fostered through mindfulness practices, prayers, mental health seminars, and workshops.		To make effective use of learning time and create additional space for enriching educational experiences, various activities are conducted in the afternoons through multiple intelligences education and growth education. In addition, the school provides a range of holistic learning experiences, including all-round outdoor learning days, Chinese Culture Day, education camps, and exchange activities within Mainland and overseas.		

Life-wide Learning

Interest groups, school teams, and clubs that nurture Students' multiple intelligences are organized as follows:

- Stem (Robot programming, Drone training)
- Catholic communities (Pioneers of Christ)
- Music groups (String Orchestra, Wind Band, Choir, Percussion Band)
- Physical Training (Football, Swimming, Fancy Rope Skipping, Jazz Dance, Fencing, Taekwondo, Artistic Cycling, Indoor Bouldering, Athletics Class, Chinese Dance, Basketball, Table Tennis)
- Arts group (Chinese Painting)
- Uniformed and training groups (Road Safety Patrol, Red Cross Junior Unit, Scouts, Community Youth Club, Flag-raising team, Student Council, Hong Kong Basic Law Ambassadors, Eco-ambassadors)
- Academic training (Chinese and English Debate Teams, English Drama, Chinese opera, Maths Olympiad)

School Mission

The primary mission of Bishop Walsh Primary School motivated by the Spirit of Christ is to educate students with love and devotion. The school, trusting in its dedicated staff and advanced teaching methods, intends to provide an excellent learning environment conducive to an all-rounded formation of students. In this regard, the school aims at developing students' abilities by promoting their self-reliance, sense of responsibility, social participation, as well as academic achievement.

School Characteristics

School Management

School Management Organisation:

School Organization is divided into "Management and Organization", "Learning and Teaching" and "Student Support and School Ethos". Teachers are under different assigned groups that are led by the principal. School Management Committee supervises the school. School Executive Committee and Parent-teacher Association give valuable advice to school.

Incorporated Management Committee / School Management Committee / Management Committee:

Including Sponsoring Body Managers, School Principal, Teacher Manager, Independent Manager and Parent Manager.

School Green Policy:

To promote healthy living and inculcate the values of caring for the environment among teachers and students. Current Year Programmes include the Green Lunch Charter Scheme and Green Elites Campus Accreditation Programme.

School's Major Concerns:

"Practise Christ's love to build a harmonious life.
Develop multiple intelligence to create a dream-filled future."

Learning and Teaching Plan

Learning & Teaching Strategies:

The school adopts student-centered teaching strategies, including context-based learning, interdisciplinary projects, subject-specialist instruction, and self-directed learning. In addition, students are encouraged to participate in some world-wide recognized exams, overseas learning tours and diversified learning activities.

Development of Major Renewed Emphases of the Primary Education Curriculum:

To promote cross-curricular learning and the using of feedback from assessment to improve teaching and learning.

Development of Generic Skills:

To cultivate students' generic skills and their ability to apply interdisciplinary reading through cross-curricular learning, "Reading to Learn", STEM education and IT education.

Cultivation of Proper Values, Attitudes and Behaviours:

1. To uphold and pass on the Five Core Values of Catholic Education.
2. To promote Values Education which connects various cross-curricular domains, including life education, moral education, civic education and national education (including Constitution, Basic Law and national security education).

Student Support

Whole School Approach to Catering for Learner Diversity:

Adaptation of curriculum, homework and assessments before and after school for students with learning difficulties. Training for gifted students is provided. Special Educational Needs Coordinator (SENCO), school-based social worker, school-based educational psychologist and school-based speech therapist support students in need. Supports for students and parents regarding the transition from P.6 to S.1 and from kindergarten to P.1 are arranged.

Whole School Approach to Integrated Education:

Different levels of learning tasks are designed so as to cater the different abilities of the students. Special arrangements on the adjustment of homework and assessment are set for SEN students. Besides, there are enrichment classes, reinforcement classes, remedial classes, morning reading sessions and School-based Speech Therapy Service.

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; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; organising activities to create an inclusive learning environment in the school; and our school uses Putonghua to teach Chinese in all classes / groups at all levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc. After-school Chinese support group is arranged for non-Chinese speaking (NCS) students.

Curriculum Tailoring and Adaptation:

1. J.1-3 Primary Literacy Programme Reading, J.2-3 Development of Test Sets (DTS) and J.4-6 School Based Rac Programme.
2. Maths Curriculum adaptation for P.1-P.6.
3. Chinese lessons are conducted in Putonghua.
4. Digital Education and interdisciplinary learning.

Home-School Co-operation and School Ethos

Home-School Co-operation:

PTA organizes various activities to strengthen positive home-school relationship and foster parents' sense of belonging to the school. Parents volunteer team is supportive of building our school learning community of love and service.

School Ethos:

Students are nurtured in a spirit of Christian love, fostering a caring and harmonious campus culture through the implementation of a whole-school approach to guidance and discipline. Efforts are also made to help students build self-confidence, civic awareness, and participation.

Future Development

School Development Plan:

1. To promote students' health and wellness with school based religious and life educations, values education (moral, civic and national education) and by implementing various guidance and discipline measures.
2. To maximize pleasurable and effective learning experiences through life-wide learning activities.
3. To develop students' self-directed learning capabilities through effective learning resources, including AI and e-learning tools.
4. To cater for learner diversity through small class teaching and gifted education.
5. To promote language abilities through language rich learning environment, and overseas learning tours.

Teacher Professional Training & Development:

To develop school learning community with long term development plan and enhance teachers' effectiveness in teaching and learning through self-improvement.

Others

Various award schemes for students who excel in academic and non-academic pursuits.



福德學校 Bishop Ford Memorial School

20 Pui Man Street, Tung Tau Tsuen, Kowloon

23360206

23368325

info@bfordms.edu.hk

http://www.bfordms.edu.hk

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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. Poon Shu Chiu Edward	Mr. Wai Chi Lap Eric	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					66%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Catholic Diocese of Hong Kong	Please refer to the Chinese version.	1953	Chinese	School Bus	About 8454 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
-	-	\$150 (one-off)	\$400	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	3	1	1	BFMS Green Trail, LED-wall (School hall), Interactive Touch Panel (all classrooms)
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Special Rooms including computer room, School Campus TV production room, music rooms, English room, counselling room, dancing room, multi-purpose activity room, prayer room, integrated learning centre, play therapy room and speech therapy 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				34	Total number of teachers in the school		41
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
97%	100%	41%	81%	9%		29%	62%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	1	2	2	3	4	4	16
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	1	1	2	2	3	4	13
Mode of teaching at different levels	Small class teaching is adopted in each level. Activity Approach is implemented in teaching and learning. Besides regular curriculum, performing arts including dancing, drama and related lessons are arranged in weekly lessons. The main subjects (Chinese, English, Mathematics) will be taught in specialized groups as needed.							
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	Besides tests and exams, assessments include project learning, teachers' observations, performance assessment, cross subjects learning activities, oral presentations and group discussions, etc. for promoting learning and teaching effectiveness. Assessment adaptations are provided to SEN students (according to the reports / opinions from EP and other professionals).						
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 - P.3: Evenly distributed into classes. P.4 - P.6: According to examination results and students' abilities. The main subjects (Chinese, English, Mathematics) will be arranged in a specialized groups format as needed.						

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	10	35 mins	8:10 AM	3:20 PM	12:20 PM - 1:15 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Our school promotes healthy eating with a menu that includes nutritious meal options. We have designated fruit days to encourage students to eat more fruits. Healthy Eating Breakfast Reward Program encourages students to eat a nutritious breakfast every day. We also make outdoor recess active and have students engage in regular exercise and different games.		School ends at 2:00p.m. on Fridays. Extra-curricular activities, tutorial classes and school-based after school care service are arranged every day.		

Life-wide Learning

Chinese dance, athletics, rope skipping, basketball, badminton, soccer, table tennis, drama, Lion Dance, Choir, Kpop dance, kendama, Cambridge English, Mathematical Olympiad, STEAM and Catechism Class for children. Uniformed groups are formed such as Young Pioneers of Christ, Scout, Community Youth Club and Flag Raising Team. Variety show, School Picnic, Sports Day, Graduation Camp, study trips outside H.K., visits and intra-/inter-school competitions.

School Mission

We, at Bishop Ford Memorial School, are called to serve our Father and love as He loves us. We endeavour to educate our children to be useful to society with the newest teaching methods. In the process of education, students are growingly achieving perfection, understanding, distinction of right from wrong; the children can be developed to be blissful and devoted citizens with creativity, open-mindedness and a loving heart. Based on the loving spirit of Christ, we pledge to do our best, working in a team of co-operation, mutual respect and forgiveness to achieve the mission.

School Characteristics

School Management

School Management Organisation:

The Incorporated Management Committee supervises the whole school. All teachers and staff work cooperatively for the development of the school.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated School Management Committee is composed of professionals from the education sector and other fields. There are altogether 15 members, including sponsoring body managers, ex-officio manager, teacher managers, parent managers, independent manager and alumni manager.

School Green Policy:

Our environmental education curriculum aims at educating and inspiring the next generation to be eco-friendly citizens. The school adopts a whole school and interdisciplinary approach and foster an Environmental Pioneers group to raise students' awareness towards nature and the concept of sustainable development.

School's Major Concerns:

1. To enhance school-based curriculum and teaching-learning evaluation strategies to improve students' learning efficacy and performance.
2. Grounded upon the core values of Catholicism, we cultivate positive values in students and foster the development of healthy lifestyles to promote their holistic well-being.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Self-directed learning: the school promotes students' self-learning skills through various strategies and activities, e.g. different high order thinking strategies, learning strategies and theme-based learning day, etc.
2. Small class teaching helps cater for students' diverse learning needs, improve learning efficiency and facilitate interactions between students and teachers.
3. Provide a language-rich environment that supports student's language learning.
4. School-based Performing Arts Education: Dance, drama and related lessons for developing students' multiple intelligences like creativity and communication skills.
5. To promote STEAM education, the school provides enriched learning activities and advanced STEAM class for students.
6. Neurodiversity: Appreciating and discovering students' strengths.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Strengthen values education (including life education, national education, and national security education), and integrate the school-based values education curriculum framework for Catholic schools.
2. Make flexible use of learning time to enrich life-wide learning experiences and promote whole-person development; focus on diverse curricula in the afternoons to cultivate students' multiple intelligences and generic skills.
3. Enhance STEAM education by incorporating regular STEAM classes to stimulate students' learning motivation.
4. Enhance assessment literacy to promote teaching and learning effectiveness, achieving the goal of "Assessment for Learning."
5. Cater to student diversity through differentiated instruction strategies.
6. Integrate AI teaching elements to inspire students' diverse creativity and enhance their problem-solving skills. (Note: This line was unnumbered in your prompt, but I have added it as the 6th point for formatting consistency).

Development of Generic Skills:

To develop students' cooperative and communicative skills, cooperative learning and school-based curriculum are adopted. Through various activities, student's creativity and critical thinking skills will be developed.

Cultivation of Proper Values, Attitudes and Behaviours:

Our school aims at nurturing our students the five core values of Catholic education. Through school-based values education framework and positive education, we help students to develop character strengths, build resilience and find meaning and purpose in their life.

Student Support

Whole School Approach to Catering for Learner Diversity:

Student Support Team is set up to cater for student diversity. Members, including school-based EP, school social workers, school-based speech therapist, play therapist and teachers, work together to promote Whole School Approach to Integrated Education (IE) in order to further cultivate an inclusive school culture and enhance the effectiveness of the support given to students with special educational needs. Assignment and assessment adaptations, small class teaching, the arrangement of remedial learning classes, Chinese reading and writing remedial classes, tutorial classes and school-based after school care service after school are provided to students with SEN. School-based speech therapy and play therapy services are also provided.

Whole School Approach to Integrated Education:

Special Educational Needs Coordinator is responsible for planning and optimizing the formulation, implementation and monitoring of IE support strategies in school, reviewing and evaluating the operation of various school support measures and resources, so as to promote the Whole School Approach in our school. Apart from providing suitable homework and assessment arrangements for students with SEN, our school has also set up a number of functional groups to help them in learning, self-care and social skills. Our school attaches great importance to Home-School Cooperation. Counseling services are provided and talks with different themes are held regularly so as to assist the parents.

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 our school uses Putonghua to teach Chinese in all classes / groups at all levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc.

Curriculum Tailoring and Adaptation:

Assignment and assessment adaptations are provided to SEN students according to the reports and opinions from EP. Remedial/ Enhancement learning classes are arranged for students who have different learning abilities.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The Parent-Teacher Association actively organizes a variety of activities to promote parent education and parent-child relationships, such as parent seminars, luncheons, interest classes, and volunteer services. They also maintain regular contact and exchange opinions with teachers and principals.

School Ethos:

1. Our vision is to support students in their quest for knowledge and wisdom, helping them to develop virtues and flourish as lifelong learners who seek to love God. We emphasize personal development, independence, self-discipline and self-esteem. By creating a harmonious atmosphere, teachers and students build positive relationships with one another. The school has been awarded with the "Caring School Award" award for many consecutive years.
2. Whole School Approach in school guidance and discipline has been adopted by cultivating students' good moral character, prioritizing student mental health and well-being, establishing a positive and proactive life outlook and values.
3. Through school-based curriculum and collaboration with community organizations, we promote students' holistic development through various activities, enhancing their resilience and ability to face different challenges in their growth journey.
4. Our Value Education Framework aims to cultivate students' core values: 'Benevolence',

Future Development

School Development Plan:

1. To enhance school-based curriculum and teaching-learning evaluation strategies to improve students' learning efficacy and performance.
2. Grounded upon the core values of Catholicism, cultivate positive values in students and foster the development of healthy lifestyles to promote their holistic well-being.

Teacher Professional Training & Development:

The school has established a clear policy for teachers' professional development. Teachers engage in continuous learning, self-reflection and self-improvement based on the school's developmental needs and their own plans. The school has fostered a culture of continuous learning and sharing, and continuously collaborates with various educational organizations to develop a school-based curriculum and promote teachers' professional growth.

Others

Scholarship provided by PTA: To award those students who have excellent performance in academics and conduct. Scholarships provided by OSA: To award those students who have excellent performance in sports or arts; or in school voluntary services. / Religious Education Award / Rev. Bro. Paul Sun Education Foundation General Scholarship Programme



嘉諾撒小學 Canossa Primary School

5 Chun Yan Street, Chuk Yuen, Kowloon

23222445

23203044

info@cpswts.edu.hk

http://www.cpswts.edu.hk

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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
Ms. Yuen Wai Ching	Mr. Soon Fuk Chun	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
Canossian Missions	Charity Justice Humility	1968	Chinese	School Bus	About 2700 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
-	-	\$60	\$350 per annum for school assets maintenance and other school development.	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	Counselling Room, Staff Common Room, Covered Playground, PTA Resource Room, Student Running Track.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Music Room, Canossa Pioneering Space, Art Room, Chinese Culture Room and Campus TV, Study Room, Small Group Teaching Room, Reading Room, Student Activity Centre, Prayer Room, etc.				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			47	Total number of teachers in the school		49
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%	96%	20%	65%	8%	8%	84%

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	4	4	4	4	4	24
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	4	4	4	4	4	24
Mode of teaching at different levels	Classes in P.1 to P.3 are mainly arranged based on average academic performance. From P.4 to P.6, class placement is determined by language subject results, while students are grouped separately for Mathematics and Science. For students in all levels who are significantly behind in their academic performance, pull-out group teaching or remedial groups are provided.						
Remarks	Small class teaching is implemented from Primary One to Primary Six.						

Performance Assessment

Number of test(s) per year (P1 only)		2	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)		3	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 for learning, e.g. self assessment and peer assessment are implemented in daily learning. Formative assessment of main subjects in the form of unit quiz helps to improve teaching and learning. Teachers' comments on students' learning are issued every year to help parents monitor students' progress.						
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	Classes in Primary One to Three are mainly arranged based on average academic performance. From Primary Four to Six, class placement is determined by language subject results, while students are grouped separately for Mathematics and Science.						

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	8:10 AM	3:15 PM	12:20 PM - 1:20 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Students are encouraged to build their own healthy lifestyle by engaging in daily school life, from healthy lunches to sports training sessions held on weekends and after school.		Measures to ensure a healthy school environment: maintenance of a hygienic environment.		

Life-wide Learning

We place great importance on the holistic development of students and offer a wide range of extracurricular activities, including various uniformed groups (such as Cubs, Brownies, Public Service Brigade, and Christian Cadet Corps), sports activities (team sports like basketball, soccer, and volleyball, as well as swimming and athletics), art activities (such as Chinese orchestra, percussion ensemble, sacred choir, recitation, Chinese dance, jazz dance, and painting), and academic activities (such as Olympiad mathematics, Cambridge English, English ambassadors, debate, and emceeing).

School Mission

We believe each and everyone of our pupils has unique attributes with potential to be unleashed. We strive to develop our pupils as "Whole Persons" emphasizing "Formation of the Heart" so that they can become persons committed to service, ready to assume responsibility to God, Family and Country.

School Characteristics

School Management

School Management Organisation:

School affairs are decided by the school sponsoring body's board of directors and implemented by the school administration team. The administration team is divided into four major departments: Administration and Organization, Teaching and Learning, School Culture and Learning Support, and School Performance. Representatives from the Parent-Teacher Association and Alumni Association represent different stakeholders.

Incorporated Management Committee / School Management Committee / Management Committee:

The school management system has been developing towards democracy and transparency that meets the needs of the stakeholders. Members of The Incorporated Management Committee, which comprise representatives from the school sponsoring body, school principal, teachers, parents and alumni, design and formulate policies and discuss on management of resources that suit the needs of our school. The school management team led by the principal ensures the quality of learning and teaching by close collaboration with parents and frontline teachers.

School Green Policy:

1. Environmental education is highly valued, and a dedicated Environmental Education Team is established to coordinate the school's environmental policies.
2. The Parent-Teacher Association assists in collecting used school uniforms and supporting other environmental initiatives.

School's Major Concerns:

To cater for learning diversity; enhance the performance of gifted children; to implement life education.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. The Curriculum Team plans and manages subject curricula.
2. Teachers engage in collaborative lesson planning and professional exchanges to promote professional growth and foster a learning-oriented school culture.
3. Learning assessment is enhanced to create learning opportunities in terms of time and space, improving learning effectiveness.
4. Lesson time is used flexibly to conduct cross-curricular activities.
5. The curriculum is integrated to enrich students' learning experiences and develop generic skills.
6. A school-based curriculum is developed to inspire critical thinking and facilitate effective learning.
7. Language-rich environments are created to enhance students' biliterate and trilingual abilities.
8. Information technology is integrated into subject teaching and STEAM education to enhance the effectiveness of e-learning.
9. Students are grouped according to their abilities in different subjects to cater to diverse learning needs.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. In line with the educational direction, the school places great emphasis on the cultivation of students' qualities and integrates the essence of Chinese virtues. It implements the values education of Canossa, including gratitude, respect, and responsibility.
2. The school promotes a whole-school atmosphere of character education, which is integrated across various subject areas. It incorporates the five core values of Catholicism, the twelve primary values of the Education Bureau, and the school motto to build a "Happy School".
3. Through holistic education development, the school aims to inspire students' diverse potentials through different experiences.

Development of Generic Skills:

Pupils' generic skills are developed through project learning, collaborative learning, cross-curricular theme-based learning as well as daily learning experiences.

Cultivation of Proper Values, Attitudes and Behaviours:

Through the implementation of school-based positive life education to nurture the positive and proactive values and attitudes among students.

Student Support

Whole School Approach to Catering for Learner Diversity:

Using whole school approach to assist students with special learning needs through specialized services and collaboration between parents and teachers.

Whole School Approach to Integrated Education:

Sensible use of the Learning Support Grant and other resources to promote integration education. The post of SENCO is established to coordinate services to SEN students including curriculum and assessment adaptation, School-based Speech Therapy Service, IEPs and other related training programmes.

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:

Remedial teaching groups, homework and exam adaptation for students with special learning needs. Enhancement programmes in languages and Mathematics for more-able students.

Home-School Co-operation and School Ethos

Home-School Co-operation:

1. Two Parent Days are held each year, during which report cards are distributed and parents can have individual meetings with class teachers. Parent forums are also organized at each grade level to strengthen home-school communication.
2. Parents participate in volunteer services, enhancing their sense of belonging to the school community.
3. The Parent-Teacher Association raises funds to support school development.
4. Several Principal-Parent Tea Gatherings are held each year to further enhance communication between the school and parents.

School Ethos:

1. Through the curriculum, life education lessons, and weekly assemblies, students are nurtured with positive values and attitudes towards life.
2. Service learning is implemented to encourage students to care for underprivileged communities.
3. Through a school-based guidance program, students are guided to develop self-love, responsibility, care for others, and concern for society.
4. The "Sky of Growth" program is carried out to enhance students' resilience.
5. The "One Student, One Post" program is implemented to strengthen students' sense of belonging.

Future Development

School Development Plan:

The school places a strong emphasis on the effectiveness of teaching and learning, optimizing curriculum planning. It also strives to deepen the values education of Canossa, inspiring the holistic development of students.

Teacher Professional Training & Development:

Classroom Strategies Sharing/A Great Lesson

Others

-



天主教伍華小學 Ng Wah Catholic Primary School

5 Choi Hung Road, San Po Kong, Kowloon

23838079

23827592

ngwah@nwcps.edu.hk

http://www.nwcps.edu.hk

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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. Lam Minh Pierre	Mr. Fung Long	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					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Catholic Diocese of Hong Kong	Think before you leap. Discern between right or wrong.	1965	Chinese	Nanny van	About 5300 Sq. M
Feeder Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
Ng Wah Catholic Secondary School			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
-	-	\$40	\$350	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	1	1	1	S-T-E-A-M Idea Theme Park, Little Streamer Hub, English Power-Up Station, Emotion Refill Station
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
music room, computer room, Art room, 1 Distance Learning Classroom, Group learning classroom, Mini hall, The Healing Corner, Rooftop activity 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				39		Total number of teachers in the school		43			
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%	27%		78%		9%		31%		60%	

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	2	3	3	4	4	4	20
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	2	2	4	4	5	6	23
Mode of teaching at different levels	Our school implements Active Learning (P.1-P.6) through Collaborative strategies to spark student interaction. We believe every child has a unique pace. We offer Foundation Support in Core Subjects for those strengthening their basics, alongside Elite Groups to nurture gifted potential. We empower every student to achieve holistic growth through tailored guidance and cooperation.							
Remarks	Due to the merger with Price Memorial Catholic Primary School in September 2026, P.3–P.6 class numbers will rise.							

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)		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							Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	To align with unit learning objectives, various subjects design diversified assessments—such as project-based learning, practical tasks, individual speeches, presentations, and group discussions. These are used to assess students' milestone learning performance and enhance learning effectiveness through timely feedback.						
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.4–P.6 streaming is based on students' learning traits. We offer two Elite Classes for advanced thinking and two Leap Classes to strengthen foundations and motivation. This ensures every student thrives in a tailored, supportive setting focused on individual growth.						

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	10	35 mins	8:10 AM	3:30 PM	1:05 PM - 1:55 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. Healthy Lunch: We monitor meal nutrition to ensure low-oil, low-salt, and high-fiber diets. 2. Fruit Party Day: Regular events encourage students to eat fruit daily for better health. 3. Mood Recharge Station: Open spaces allow students to relieve emotional stress through physical movement.		1. Friday Schedule: Dismissal time is 2:30 PM every Friday. 2. Morning Assembly: Includes Scripture sharing, English weather reports, and Reading Time. 3. Lunchtime Activities: Features ball games, teacher storytelling, monthly birthday parties, and social learning booths.		

Life-wide Learning

Academic: Olympiad Math, Young Writers, Junior MC, Debate, English Verse Speaking, Putonghua and English Ambassadors, Reading Supernova, Science & Innovation, LEGO Robotics, English Drama.....

Sports: Athletics, Boys' / Girls' Basketball, Boys' / Girls' Volleyball, Soccer, Fencing, Darts, Swimming.....

Arts: Cantonese Opera, Choir, Handbell, String Orchestra, Drama, Chinese Dance, Hip Hop, Lion Dance.....

School Mission

Guided by the Christian spirit of universal love and service, along with our school motto "Prudence and Discernment," we promote the core values of Catholic education and the magnificent essence of Chinese culture.

We provide a comprehensive structure and a well-equipped environment where students learn joyfully under the guidance of our professional teaching team. Through strong home-school partnership, we nurture students to achieve balanced development, pursue truth, and manifest their values.

School Characteristics

School Management

School Management Organisation:

Catholic Education Office -- School Management Committee -- Principal--School Development Team -- Administrative Team -- Subject Panel

Incorporated Management Committee / School Management Committee / Management Committee:

One clerical minister, one parent, one teacher, one alumnus, the principal and 10 other people are delegated by the School Sponsoring Body to constitute the Incorporated Management Committee.

School Green Policy:

Our school is dedicated to fostering a deep-rooted green culture. Beyond implementing paperless administration and energy-saving measures, we focus on the practical recycling of resources. By organizing regular "School Uniform and Toy Exchange Programs," we promote a sustainable lifestyle of valuing our resources. Through our environmental curriculum and the "Green Ambassadors" initiative, we empower students to step beyond the campus and participate in community plastic reduction actions, extending their sense of environmental responsibility from themselves to society.

School's Major Concerns:

1. Align with the core values of Catholic education to deepen values education and promote the physical, mental, and spiritual well-being of students.
2. Stimulate students' motivation for learning and foster an atmosphere of proactive learning, thereby building academic confidence and enabling them to enjoy and love learning.
3. Enhance students' sense of satisfaction with campus life and strengthen their sense of belonging to the school.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Chinese and English Languages: Implement diverse reading strategies to enhance teaching and learning effectiveness and strengthen classroom interaction.
2. Mathematics: Utilize KWL learning strategies to inspire autonomous learning, while integrating problem-solving strategies and mathematical language expression to enhance logical thinking and classroom engagement.
3. Humanities and Science: Promote inquiry-based learning and cooperative learning strategies to optimize teaching and learning effectiveness and foster a highly interactive and inspiring learning atmosphere.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Our school actively implements National Security Education through both formal and informal curricula to enhance national identity. In addition, we vigorously promote STEAM education using real-life context-based projects to strengthen computational thinking. Regarding Digital Education, we implement the BYOD (Bring Your Own Device) policy and leverage e-learning platforms to foster information literacy and autonomous learning, while introducing AI Literacy to prepare students for future technological challenges. To cultivate positive values, the school has introduced Positive Education to help students discover their character strengths, nurturing positive mindsets for a proactive and joyful life.

Development of Generic Skills:

Collaboration and Communication: Enhancing teamwork and expressive skills through cooperative learning and project-based learning.
Problem-solving and Inquiry: Developing logical thinking, analytical skills, and the ability to solve real-life problems through STEAM inquiry activities.
Self-management and Information Literacy: Cultivating self-discipline through e-learning tools and guiding students to use information accurately and efficiently.

Cultivation of Proper Values, Attitudes and Behaviours:

Through formal and informal curricula, the school aims to nurture students into "Ng Wah Seven-Colored Children" with the following qualities:

1. Love for God and Others: Respecting teachers, loving parents, and serving neighbors.
2. Resilience and Self-Challenge: Overcoming difficulties and striving for self-improvement.
3. Integrity and Discipline: Distinguishing right from wrong and remaining self-disciplined.
4. Healthy and Green Living: Embracing a healthy lifestyle and protecting the environment.
5. Appreciation and Gratitude: Admiring beauty and goodness with an inclusive and thankful heart.
6. Academic Diligence: Learning with dedication and maintaining a proactive attitude.
7. National Roots and Global Vision: Deepening the connection to China while broadening global horizons.

Student Support

Whole School Approach to Catering for Learner Diversity:

Stretching the Gifted: Enrichment groups and school team training provide advanced opportunities and external competitions to unlock potential.
Boosting the Middle: Cooperative learning and higher-order thinking tasks help average students overcome plateaus and enhance academic confidence.
Supporting Underachievers: Curriculum adaptation, tiered assignments, and tutorial classes provide targeted support to solidify foundational skills.
Through ability streaming (P4–P6) and differentiated instruction, we practice "teaching in accordance with students' aptitude," ensuring every child progresses based on their unique.

Whole School Approach to Integrated Education:

Early Identification and Assessment: Implementing the "Early Identification and Intervention Programme for P1 Students" and continuous observation to provide timely intervention and support plans.
Diverse Group Support: Providing pull-out programs, literacy groups, social skills training, and attention enhancement groups to improve learning and social abilities.
Individualized Learning: Implementing tutorials, Individual Education Plans (IEPs), and curriculum adaptations to cater to student diversity.
Through professional collaboration and a culture of care, we create an inclusive learning environment for students with special educational needs.

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; 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:

Content Tailoring: Subject modules are streamlined to focus on core concepts, reducing learning pressure by removing non-essential content.
Tiered Instruction: Tiered tasks and worksheets provide appropriate challenges, ensuring a sense of achievement for all students.
Assessment Adaptation: Tailored arrangements (e.g., extended time, enlarged print, or modified formats) are provided to accurately reflect learning progress.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Two-way Communication: Parents share feedback through regular parent gatherings, meetings, and suggestions to the Principal. The school updates parents on latest developments via newsletters, quarterlies, and the school website.
Parent Support and Growth: Parent-child workshops and parent education seminars are held regularly to strengthen family bonds and support child development.
Parent Volunteer Team: A dedicated Parent Volunteer Team is established to participate in school activities and operations, fostering a collaborative spirit to create a warm learning environment together.

School Ethos:

All-round Support: A professional network is established to provide group learning, curriculum adaptation, and academic tutoring for students with special educational needs, ensuring equal learning opportunities for all.
Caring Culture: Through after-school learning support and teacher-student interactions, we build a strong care network, allowing students to grow with confidence in a safe and respectful environment.

Future Development

School Development Plan:

Cultivating a positive campus culture rooted in Catholic educational values to foster love, faith, and hope. Inspiring innovative thinking and diversifying instructional strategies to empower students as joyful and effective lifelong learners.

Teacher Professional Training & Development:

Building Consensus: Through collective participation and professional dialogue, teachers foster a win-win collaborative culture based on shared goals.
Deepening Lesson Study: By establishing Professional Learning Communities (PLC), we root co-planning and peer observation in daily practice to enhance instructional effectiveness.
Continuous Improvement: We empower teachers to pursue reflective teaching and professional growth, transforming classroom quality to ensure students learn better.

Others

With the staunch support of the Parent-Teacher Association and the Alumni Association, the school has established various scholarships to commend students for their outstanding academic achievements. These awards recognize their hard work and establish role models to enhance the overall learning atmosphere across the campus.



保良局陳南昌夫人小學
P.L.K. Mrs. Chan Nam Chong Memorial Primary School

30 Hong Keung Street, San Po Kong, Kowloon

27599365

27999830

info@plkcnc.edu.hk

http://www.plkcnc.edu.hk

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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
Ms. Ho Tsz Wan	Ms. Chan Suet Kwan Peggy	Established	Aided Whole Day	Co-ed	Not Applicable
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Po Leung Kuk	Love, Respect, Diligence, Honesty	1978	Chinese	School Bus	About 2210 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
Po Leung Kuk No.1 W.H.Cheung College			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
-	-	\$20	\$300	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	Guidance room, Speech Therapy room, PTA Centre, Alumni Association Centre, Science Gallery, Visual Arts Gallery, Home-School Garden.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Visual Arts Room, Music Room, Dance Room, Stem Room, Computer Room, Table Tennis Room, Activity room, English Activity room, CNC Chill Zone, Billiard Room and AI Lab.				Accessible lift.

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

Number of teaching posts in the approved establishment			35	Total number of teachers in the school		37
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%	33%	85%	14%	24%	62%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	2	2	3	3	3	4	17
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	2	2	2	3	3	3	15
Mode of teaching at different levels	In order to support diverse learning needs, students are divided into groups of less than 25 in P.1 - P.6 classes. Also, English, Chinese and Mathematics Fun Learning & Assignment Guidance classes are provided.							
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					No
Diversified Assessment for Learning	Apart from the three examinations in each year, diversified assessment for different subjects will be assigned to students. Assessment includes the evaluation of students' daily performance, quantity of book reading, involvement of activities and attitudes.				
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	According to ranking and conduct.				

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	8:15 AM	3:35 PM	12:30 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Lunch Monitoring Committee, Fruit Day, Morning Exercise.		The Computer room and library are opened to students during lunch time and after school hours.		

Life-wide Learning

Recitation, Visual Arts, Painting, Cantonese Opera, Drone Training, Coding, Mathematics Training, English Science, Handbell, Dance, Pop Dance, Lion Dance, Fancy Rope Skipping, Juggling, Ball Games, Athletics, Hong Kong Army Cadets Association, Cub Scouts, Brownies, and Junior Police Call, etc. In addition, outdoor learning and study activities for all levels are arranged to complement the curriculum.

School Mission

Based on the objectives "Cater n Care", the school provides education for all who come, through a balanced curriculum and in a free and pleasant environment; we develop personal potential; and help cultivate good citizens with values of virtue, positive mind, independent thinking and a sense of responsibility.

School Characteristics

School Management

School Management Organisation:

Leading by the Incorporated Management Committee, Principal and teachers, school development meetings are held on regular basis. Participants contribute and share their thoughts as a result, to provide quality education to our students.

Incorporated Management Committee / School Management Committee / Management Committee:

An Incorporated Management Committee was set up to lead and to manage the school.

School Green Policy:

Implement energy saving policies and activities.

School's Major Concerns:

Catering for individual differences, enhancing students' potential and creating a healthy, loving and caring learning environment.

Learning and Teaching Plan

Learning & Teaching Strategies:

We create a reading atmosphere and self-learning environment. Diverse break activities are set up to enrich students' learning experience. We will arrange personal growth education, seminars and outdoor visits for students. Project Learning upon different subjects can enhance students' independent learning capabilities.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- National Identity
- Positive Values and Attitudes
- Knowledge of Key Learning Areas
- Language Skills, Generic Skills
- Reading and Information Literacy
- Healthy Lifestyle

Development of Generic Skills:

We develop students' generic skills through project learning, group work, outgoing visits and activities.

Cultivation of Proper Values, Attitudes and Behaviours:

Through formal and informal lessons and activities, students establish positive values and cultivate a positive attitude towards life.

Student Support

Whole School Approach to Catering for Learner Diversity:

Small-group Chinese teaching is provided for Primary 3, 4, and 6 students, maintaining a teacher-to-student ratio of 1:8–10 to better cater to individual needs. For Primary 4 students, "Fun Learning" classes in Chinese, English, and Mathematics are organized to boost learning interests through interactive and game-based approaches. Additionally, "Just English" coaching groups are offered to Primary 5 and 6 students.

For the junior levels (Primary 1 and 2), the school provides graded growth groups as well as paired reading, writing, and mathematics programs. Beyond early identification of students with Special Educational Needs (SEN), the school also arranges Primary 1 adaptation and Primary 6 secondary school bridging programs. Homework tutorial classes are also available to provide comprehensive learning support for all students.

Whole School Approach to Integrated Education:

To cater for individual differences, the school uses a variety of curricula, teaching approaches and assessment practices, both internal and community resources to accommodate different learning targets and focuses in order that students of diversified abilities can have the opportunities to stretch their potential.

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. The school has also provided literacy enhancement and after-school Chinese remedial classes to provide additional Chinese training for non-Chinese speaking (NCS) students.

Curriculum Tailoring and Adaptation:

Homework accommodation and Examination adaptations for Special Educational Needs students.

Home-School Co-operation and School Ethos

Home-School Co-operation:

There is a good rapport between the school, teachers, students and parents. Parents are elected to different committees to discuss and evaluate the implementation of school administrative policies. Parent volunteer team is established to help organising activities.

School Ethos:

Our ultimate goal at PLKCNC is to educate students in a caring environment where they can learn effectively and achieve their full potential at school. Our efforts have proven to be a success as we have been given the 'Caring School' award every year since 2006 by H.K. Christian Services. We have high expectations on students' self-respect, self-discipline and strict obedience of rules. Placing a high emphasis on sports, we not only value academic results but also the whole-person development of students. Furthermore, we strive to engender awareness on mental health and personal well-being of students at PLKCNC.

Future Development

School Development Plan:

- Enhance students' morality;
- Promote reading;
- Enhancing students' digital literacy;
- Develop a good school spirit and excellent student support;
- Reinforce the communication and coordination with parents, nurture positive children.

Teacher Professional Training & Development:

Teachers' professional continual education is encouraged; Lesson co-planning and peer lesson observations are implemented.

Others

- Scholarship from Sponsoring Body (Po Leung Kuk)
- Healthy and Harmonious and Caring Campus Award
- Sister School Scheme
- Exchange activities to broaden students' horizons



聖公會基德小學
S.K.H. Kei Tak Primary School

📍 Tai Shing Street, Wong Tai Sin, Kowloon

☎ 23203077

📠 23202449

✉ skhkt@skhkt.edu.hk

🌐 http://www.skhkt.edu.hk

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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. Lau Wing Kai	Ms. Fok Yin Ling	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					100%
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 Councils Limited	Not to be served but to serve	1962	Chinese	-	About 3400 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
-	-	\$20	\$300 Art Portfolio Case, Reading record booklet, A-Plus learning platform.	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	1	1	1	All the classrooms and special rooms are equipped with air-conditioners, computers and an interactive whiteboard.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
9 special rooms (computer room, STEM learning centre, two music rooms, art room, student counselling room, English room, teachers' common room, prayer room and Campus TV.)				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				45	Total number of teachers in the school		45
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%	98%	33%	13%	7%		8%	85%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	4	4	4	3	4	4	23
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	4	4	4	4	3	4	23
Mode of teaching at different levels	Starting from Primary 3, students are streamed according to their learning abilities, and the lessons are tailor-made for different classes. Three Native English teachers train P.1-P.3 students in reading and writing skills. P.4-P.6 students are trained in the aspects of speaking and listening skills.							
Remarks	Different academic activities are implemented.							

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	1. summative assessments a year for P.1 2. summative assessments a year for P.2-P.6. 3. Formative assessments are carried out in different subjects.				
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	Starting from Primary 3, students are streamed according to their academic achievements. There are English Remedial classes for Primary 2 to Primary 5 students.				

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	8:10 AM	3:20 PM	1:05 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. Weight management plan. 2. Morning exercises every Friday. 3. A variety of recreational activities, such as: basketball, stepper, Cornhole and basketball shooting machine are provided to students during lunch break.		1. Flag Raising Ceremony is held on every Wednesday morning; 2. English prayer and English weather forecast on every Tuesday and Thursday morning; 3. Mandarin prayer and weather forecast on every Wednesday and Friday morning; 4. Worship on Tuesdays afternoon; 5. Civic lessons and personal growth education classes are held on Wednesday afternoon; 6. Multi-intellectual classes are held on Friday afternoon.		

Life-wide Learning

Multi-intellectual classes are held every Friday afternoon with over 20 interest groups like English Elite class, Flag Raising Team, Boy Scout, STEM course, cooking class, the Boys Brigade etc.

On Saturdays, we have musical instruments classes, English groups, Mathematical Olympiad classes, Art and Craft class etc.

We have sports day, open day, educational camp, exchange tours and volunteer services every year. We also organize regular visits and educational activities for P.1-P.6 students.

School Mission

Our school is dedicated to nurturing kids with the spirit of Jesus Christ. We aim to provide an all-round education for students. We strive to establish a learning organization to provide a balanced and diversified school education.

School Characteristics

School Management

School Management Organisation:

The Anglican (Hong Kong) Primary Schools Council Limited supervises the School Management Board. The members of the School Management Board includes the school supervisor, sponsoring body managers, school principal, parent managers, teacher managers, an alumni manager and independent manager. Various functional groups are formed according to the four key dimension areas in the School Performance Indicators.

Incorporated Management Committee / School Management Committee / Management Committee:

The IMC shall meet at least 3 times in a school year.

School Green Policy:

1. 'Save energy' scheme;
2. 'Waste paper recycle' scheme;
3. 'Green school' scheme.

School's Major Concerns:

1. Promoting a positive education-based campus culture;
2. A STEM curriculum is implemented to enhance students' creativity and problem solving skills.

Learning and Teaching Plan

Learning & Teaching Strategies:

Diversified learning activities are provided. The school Curriculum leaders plan and implement the school-based curriculum.

1. 'Love by post' Scheme to encourage students to communicate with teachers and classmates by mail and enhance students' language skills;
2. Primary Literacy Programmes in Reading and Writing for P.1 to P.3;
3. An extra NET to train P.4-P.6 students' English speaking and listening abilities;
4. Small class strategies are practised to enhance students' learning interests and abilities;
5. Develop interdisciplinary courses in conjunction with STEM teaching.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Strengthen values education (including life education, national education and national security education) through courses, activities and competitions;
2. Enriching life-wide learning experiences and promoting whole-person development;
3. Better catering for learner diversity through different modes of grouping/diversity activities and assessments;
4. Reinforcing STEAM education, and nurturing students' media and information literacy through interdisciplinary life-wide learning activities;
5. Enhancing assessment literacy for promoting learning and teaching effectiveness.

Development of Generic Skills:

To develop the generic skills of the students through daily learning, project learning, STEM activities and multi-dimensional learning.

Cultivation of Proper Values, Attitudes and Behaviours:

To instill students' positive thinking and optimistic attitudes to life through various activities.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. To cater for students with special needs such as attentive problems by offering training courses for both students and parents.
2. Provide after class tutorials for the needy children.

Whole School Approach to Integrated Education:

The members of the Student Support Team include the principal, vice-principal, Special Education Needs Coordinator, Special Education Needs Support Teachers, and school social workers, among others. Depending on the needs, parents and the School-based Educational Psychologists may also be invited to attend meetings. The school makes good use of internal and community resources by establishing various groups, such as the Attention Focus Group, Reading and Writing Group, Social and Communication Skills Group, and Emotional Support Group, to assist students with specific needs. Additionally, the school has School-based Speech Therapist who provides speech therapy services for students in need.

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. Help the non-Chinese speaking students to enhance their Chinese proficiency.

Curriculum Tailoring and Adaptation:

1. Mathematics and English classes for academically gifted students;
2. Starting from Primary 3, students are streamed according to their abilities. School based curriculum are designed to cater for learner differences.
3. Promote multi-dimensional classes for elite students.

Home-School Co-operation and School Ethos

Home-School Co-operation:

1. Parents give supports to school activities, e.g., Sports Day, lunch time;
2. Organise seminars and group activities for parents.

School Ethos:

1. Whole-school approach to Guidance and Discipline to hold seminars and civic education activities frequently to raise students' civic awareness;
2. Adaptation measures for P.1 students;
3. Hold parents' meeting for P.1-P.6 in order to develop close relationship between parents and the school;
4. Carry out 'Buddy Reading Scheme' and the 'Best Student Election' in order to build up the self-esteem and the adversity quotient;
5. Participate in the 'Understanding Adolescent Project (UAP)' and hold 'School mates Teacher' scheme.

Future Development

School Development Plan:

1. Continuous Positive Education, cultivating student's positive values.
2. Enhance students' common skills

Teacher Professional Training & Development:

Teacher professional training & development were designed according to the school development and teachers' personal needs so as to develop a learning-oriented-organization.

Others

15 types of scholarship are awarded to the excellent students of different aspects at the end of each school year. Scholarship is awarded to students of P.4-P.6 who have made great progress in Chinese, English and Mathematics.



聖博德學校 St. Patrick's School

12 Fu Mei Street East, Wang Tau Hom, Kowloon

23370133

23379549

email@sps.edu.hk

http://www.sps.edu.hk

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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
Ms. Lee Choi Yin Fancy	Principal Yip Chun Yin	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					73%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Catholic Diocese of Hong Kong	Respect Our Lord and love our neighbours	1965	Chinese	-	About 3510 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		Pledged School	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$250 (for six years)	\$400	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	IRTP Room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
5 Rooms (Visual Arts Room, Music Room, IT Room, English Room, Language Learning 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			47	Total number of teachers in the school		51
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%	27%	78%	18%	20%	62%

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	4	4	4	4	4	24
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	4	4	4	4	4	24
Mode of teaching at different levels	Activity Approach, Small Class Teaching (P.1 to P.6); pull-out classes, Advanced Classes & catering for individual differences.						
Remarks	-						

Performance Assessment

Number of test(s) per year (P1 only)	1	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					Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	Pupils' Self-evaluation, Peer evaluation & Parents' evaluation, as well as evaluation through intranet.				
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	According to academic results (P.4 - 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	8:15 AM	3:30 PM	1:00 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Spinal Campus Campaign, Healthy Diet Implementation Plan in order to promote healthy eating habit. School Physical Award Scheme in order to promote healthy life.		Homework Period, Life Education Period & Extra-curricular Activities, school library & IT Room for pupils to use during recess and after school.		

Life-wide Learning

Uniform Groups: Young Pioneers of Christ, Cub Scout, Grasshopper Scout, Brownie, CYC & Flag Raising Team; Music: String orchestra, Choir, Violin Class & Cello Class, Flute, Clarinet Classes; Academic: Solo Speech, Speech Team, Mathematics Team; Physical Education: Basketball, Table Tennis, Athletics, Swimming, Dodge Disk, Chinese Dance & Cheerleading Team; STEAM: Drone training & Agricultural Technology Courses.

School Mission

To facilitate holistic education and development of children with Christian values and attitudes.

School Characteristics

School Management

School Management Organisation:

The principal works as the leader of the management team; The members in the management team lead the functional groups which were formed according to the four key dimension areas in the School Performance Indicators.

Incorporated Management Committee / School Management Committee / Management Committee:

The members of The Incorporated Management Committee include the representatives of the school sponsoring body and experienced principals, members outside the School, parents, past students, teachers.

School Green Policy:

To increase pupils' awareness of environmental protection by promotion and implementation of related activities.

School's Major Concerns:

1. To enhance learning and teaching effectiveness through diverse learning.
2. To further develop the core values of Catholic education and nurture positive values.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Implement SCOLAR programme "Using PTH to teach Chinese Language Subject" in P.2 to P.6;
2. implement "Develop students' self-learning ability in Chinese, Programme" in P.1 to P.4;
3. implement "Tiered Intervention Model Programme" in Chinese Language Subject in P.1 to P.6;
4. implement School-based curriculum & KEYS 2 programme in English Language Subject in P.4 to P.6;
5. implement "Drama in Education Programme" in P.4;
6. implement School-based curriculum & Space Town programme in English Language Subject in P.1 to P.3;
7. implement split class in English Language Subject in P.5 & P.6;
8. participate in the "Hong Kong Jockey Club Science Exploration" programme in P.3 to P.5;
9. to enhance students' communication skills and use information technology skills through cross-curricular learning activities and STEAM education.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Values Education: Promote learning activities on the Constitution, the Basic Law, the Hong Kong National Security Law and inside outside the classroom to cultivate students' positive values and attitudes;

Effective use of learning time: Adjust the class timetable and learning schedule;

Life-wide learning: Enrich students' diverse learning experiences and promoting balanced development;

Catering for learner diversity: implement afternoon streaming classes and co-curricular activities for diverse learning needs;

STEAM Education: Enhance interactive learning and cultivate students' information literacy through online platforms and STEM courses;

Cross-curricular reading: Enhance students' reading interest, motivation and cultivate students' reading habits through online reading platforms and events such as World Reading Day.

Development of Generic Skills:

Organize collaborative learning activities, General Studies project learning & School technology Day to enhance students' common abilities such as critical thinking, problem-solving, and creativity.

Cultivation of Proper Values, Attitudes and Behaviours:

In accordance with the theme of the school, the "School-based Counseling Activity" and "St. Patrick's Good Child" reward programs are organized every year to cultivate student moral character and positive values.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. "Reading and Writing Group";
2. "Reading fluency training on Chinese high-frequency words Programme";
3. "Daily reading and writing training plan";
4. "Play and Learn Programme for Dyslexia";
5. Concentration Skills Training; Emotional Behavior Management Training Group;
6. Social Communication Skills Training; Occupational Therapy Training;
7. Individual Education Plan (IEP); School-based Speech Therapy Service;
8. School counselor and Outsourcing school social work services.

Whole School Approach to Integrated Education:

1. Members of the Student Support Team include the principal, vice-principal, special educational needs coordinator, special educational needs support teacher, school-based educational psychologist, school-based speech therapist and student guidance officer, Learning Support Assistant, etc.
2. The school makes good use of resources and sets up different groups, such as concentration groups, literacy groups, and social communication skills training groups, to support students in need.

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; 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. 1. Organize "After-school Chinese Learning Classes for Non-Chinese Speaking Students" after school to support non-Chinese speaking students to learn Chinese effectively and lay a solid foundation for learning Chinese. 2. Organize activities to promote cultural inclusion in schools to enhance their knowledge of Chinese culture.

Curriculum Tailoring and Adaptation:

Providing accommodations in homework, dictation, tests and examinations to students with special learning needs; SCOLAR (EEGS) Reading to Writing Workshop (P.3 - P.6); School-based Support Services – General Studies Unit Teaching Plan Design; Chinese Read & Write Plan.

Home-School Co-operation and School Ethos

Home-School Co-operation:

"Smart Parent Volunteers" assist school activities; "Student Scholarship and Sponsorship Scheme".

School Ethos:

Whole-school culture of "Affection & Inclusion"; pure, honest ethos, mutual respect and affection between teachers and pupils.

Future Development

School Development Plan:

Make good use of e-learning tools to foster students' learning motivation;

Continue to deepen students' understanding of the five core values of Catholic schools.

Teacher Professional Training & Development:

In order to improve the effectiveness of teaching and learning, we actively arrange teachers to participate in different professional training activities, try out different teaching plans, conduct regular class observation and evaluation, conduct school-based teaching seminars, and promote professional exchanges between teachers. Participate in school-based support services, inter-school learning circles and learning communities to enhance teachers' professional knowledge and capabilities.

Others

1. Champion of Kowloon North Area Inter-Primary Schools Basketball Competition (Boys & Girls);
2. Champion of Hong Kong Primary School Inter-School Dodgeball;
3. The flag-raising team won the runner-up title in the "Youth Chinese Marching Competition 2026";
4. Continue to serve as the coordinating school for the Quality Education Fund's "Thematic Network Program," promoting and assisting core schools in planning primary school science subjects, establishing a cross-school professional exchange network, and assisting in the development of primary school science education.



黃大仙天主教小學

Wong Tai Sin Catholic Primary School

102 Ching Tak Street, Wong Tai Sin, Kowloon

23255316

23208620

mail@e-wong.edu.hk

http://www.e-wong.edu.hk

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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. Lam Minh Pierre	Ms. Chiu Yee Lin Eva	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					43%
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	Strive to be a better self.	1962	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	
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
-	-	\$50	\$280	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	1	1	1	Top 10 attractions: Wong Tin Avenue of Stars, Picasso Drawing, Play-zone, Smart Skippers, Shooting a Goal, etc.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Computer Room, Student Activity Centre, Multi-Purpose Rooms, English Learning Centre, Intensive Remedial Teaching Classroom, Garden, Student Guidance Room, Music Room and Prayer Room.				

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

Number of teaching posts in the approved establishment				31	Total number of teachers in the school		31
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%	41%	96%	-		3%	97%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	2	2	2	2	3	4	15
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	2	2	2	2	2	3	13
Mode of teaching at different levels	Small class teaching is implemented in P.1-P.6. Elite classes and intensive remedial classes are set in Key Stage 2. The support for students with diverse learning needs is enhanced through the New Funding Mode for primary schools.							
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	Our school is accredited under the Quality Assessment Management Accreditation Scheme (QAMAS) by HKEAA. Our school excels in delivering high quality examinations and adopting good assessment practices. There are questions in various modes of assessment to stimulate students' creativity and high-order thinking.						
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	We stream our P.5-P.6 students based on their performance in Chinese, English and Maths in each academic year. Top students are selected into an elite class based on their total marks of Chinese, English and Maths. The rest of students are evenly distributed to other classes.						

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	10	35 mins	8:15 AM	3:15 PM	1:10 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	We have joined School Physical Fitness Award Scheme, BOC Youth Development Programme, Hong Kong Green School Award, Eat Smart School Accreditation Scheme and Community Chest Straighten Up School Campaign. We have organized many activities to promote healthy eating habits at school, such as Healthy Lunch Competition, Fruit Sharing Day and Green snacks promotion.		We have organized many activities to cultivate students' multiple intelligence development, such as dynamic recess, afternoon activities, elite training lessons, extra-curricular activities on Fridays, a school picnic, an educational camp, a Sports Day, a Christmas Party, life-wide learning visits, exhibitions and workshops and diverse learning experiences on Wednesdays.		

Life-wide Learning

Provide "Life-wide Learning Activities" for all students. Extra-curricular Activities such as Tae Kwon Do, Dancing, rope skipping, Choir, Boy Scouts, Brownies, Christ Pioneer, Road Safety Patrol, Love and Care Army, Abacus, Computer, Chinese Painting, STEM Club, Sport School Team Training, Music Concert Performances, etc.

School Mission

We uphold and practise the Five Core Value of Catholic school (Truth, Justice, Love, Life and Family). With the grace of God, we aim to nurture in students a positive attitude to life and become a productive citizen. Always promote Chinese culture and contribute fully to our society.

School Characteristics

School Management

School Management Organisation:

The school has an incorporated management committee. Its administrative structure is divided into four major sections: Management and Organisation, Learning and Teaching, School Ethos and Student Support, and Student Performance. The principal leads each section in planning and implementing school policies to fulfil the school's mission."

Incorporated Management Committee / School Management Committee / Management Committee:

The Composition of the Incorporated Management Committee includes the sponsoring body manager, the school principal, a teacher manager, a parent manager, an alumni manager and an independent manager. Regular meetings are held to discuss school policy.

School Green Policy:

To promote a green culture among students and cultivate their interest in growing plants, different green activities are organized such as 'Inter-class planting competition', 'Greening School Project', 'One Person, One Flower' Scheme and 'Planting Herbs in School Scheme'.

School's Major Concerns:

1. Cater for learner diversity, organize diversity learning experience activities to develop students' multiple intelligences.
2. Carry out the vision and mission of the Catholic Diocese of Hong Kong, build up a positive school campus, cultivate students to be reputable citizens.

Learning and Teaching Plan

Learning & Teaching Strategies:

According to the "School-based Autonomous Learning Ability Framework", our school systematically organizes school-based courses that are balanced and tailored to students' needs. These courses aim to develop students' abilities in five areas: information technology skills, note-taking, critical thinking, reading and self-study. Through the integration of classroom instruction, assignment design and assessment, different types of learners can apply appropriate strategies and consolidate what they have learned in class. Each subject also incorporates a "Bravo Time" period, which utilizes lively and practical classroom activities to encourage students to actively learn and apply their knowledge, allowing them to enjoy the process of learning. Our school has implemented "The Journey of the Clever Stars" program. We aim for students to demonstrate different intelligences in various subjects, possess effective public speaking skills and take on leadership roles within groups.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Our school's curriculum aligns with the seven learning goals and promotes national education to foster responsible citizens with national identity and respect for the rule of law. We organise annual events like 'Chinese Culture Day' and redesigned the timetable to enrich 'Fun and Learn' and 'Diverse Learning Experiences'. By assessing students' learning styles, we provide tailored support. Teachers use small-class strategies to boost participation. We continuously improve kindergarten-primary and primary-secondary transition programmes. STEAM and computational thinking curricula enhance creativity and problem-solving. A study skills framework nurtures self-directed learning. Since 2025/26, we have joined the 'Jockey Club MUSE Programme', offering free quality music and sports training to promote positive development, enhance performance, broaden social opportunities, and strengthen artistic and sports appreciation.

Development of Generic Skills:

Through cross subject curriculum, it integrates student's learning experiences and enhances interest and curiosity in science and technology. Students develop creativity through hands-on and critical thinking learning experiences, as well as problem-solving processes throughout the project learning. It emphasises student curiosity and the development of skills for a lifetime of learning. Our school selects students to participate in off-campus STEAM competitions and holds school-wide STEAM DAY activities with the purpose of cultivating students' computational thinking and problem-solving abilities.

Cultivation of Proper Values, Attitudes and Behaviours:

The school focuses on students' holistic development. It fosters positive values and attitudes of students by creating a good learning atmosphere. The school implements moral education courses, 'My Pledge to Act', 'Positive Character Education Campus', National Education Activities and Courses, etc.

Student Support

Whole School Approach to Catering for Learner Diversity:

We cater for students' learning diversity through a whole school approach. To enhance students' learning performance, we provide small group teaching, pull-out programme and intensive individualized support for the students with learning difficulties. We also run the 'Understanding Adolescent Project (Primary)' to support students in need.

Whole School Approach to Integrated Education:

Our school has an School-based Educational Psychologists, a Special Educational Needs Coordinator (SENCO), a School Social Worker and a School-based Speech Therapist to support students with Special Educational Needs. The student support team organizes pull-out programme, before-school and after-school remedial classes, Individual Education Plans, an Early Identification and Intervention Programme for Primary One Students with Learning Difficulties, a Big Brothers and Sisters Programme, social skills training groups, Special Homework and Examination Arrangements.

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 our school uses Putonghua to teach Chinese in all classes / groups at all levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc.

Curriculum Tailoring and Adaptation:

We have school based curriculum, life wide learning and use Putonghua as the medium of instruction in Chinese lessons, use English as the medium of instruction in some Mathematics lessons, We provide gifted education to fully explore and develop the potential of gifted students. We also provide adapted homework and assessment to improve less able students' learning.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Through various activities, parent-child communication is enhanced. The school organizes evangelization activities, volunteer services, and seminars to strengthen parents' understanding of the school and to establish a parent support network. In addition, two-way communication between the school and parents is maintained to support students' learning and development.

School Ethos:

We emphasize whole person development and build a happy caring school. We develop students' moral values through pastoral work and by following the Five Core Value of Catholic schools and our school motto.

Future Development

School Development Plan:

1. Our school focuses on developing students' self-directed learning habits, building up positive values and attitudes.
2. Promoting a healthy and happy school.

Teacher Professional Training & Development:

According to the prevailing Continuing Professional Development policy for teachers, teachers are trained and developed based on the seven learning goals of primary education, so as to enhance teaching and learning as well as support student development.

Others

Our students have shown great performance in both academic and non-academic areas. Our school has established multiple award schemes to encourage students who excel in various areas, including Academic Achievement Awards, Sports and Arts Awards, Service Awards, and others. Moreover, our students have performed outstandingly in sports and the arts, winning numerous external awards, such as the Wong Tai Sin District Outstanding Student Award, the Outstanding Potential Student Award in the Hong Kong Triathlon Outstanding Student Selection, the Champion of the 9th Source Cup Dodgeball Competition, the Class A Honour Award in the 9th Hong Kong Inter-Primary School Hip Hop Dance Competition, the Outstanding Actor Award and Outstanding Stage Effect Award in the Hong Kong School Drama Festival, the Silver Award in Handbell and Handchime of the Joint School Music Competition, and the Class A Award in Upper Primary Chinese Dance in the Schools Dance Festival, etc.



黃大仙官立小學 Wong Tai Sin Government Primary School

100 Ching Tak Street, Wong Tai Sin, Kowloon

23202437

23202440

wtsgps@edb.gov.hk

https://www.wtsgps.edu.hk

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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
Ms. Lee Wai Ping	Mr. Chan Kwok Keung	Not Applicable	Gov't Whole Day	Co-ed	Not Applicable
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
Government	Honesty, Modesty, Courtesy, Trust	1959	Chinese	-	About 2800 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
Kwun Tong Govt Secondary School, Homantin Govt Secondary School, Jockey Club Govt Secondary School			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
-	-	-	\$200 (SBM fee)	\$100 (Visual Art annual fee) P1-3/P5-6 \$110 (Visual Art annual fee) P4

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	1	1	1	Parent-teacher Conference Room, fiber broadband networks, iPad support learning.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
STEM Land, Campus TV Studio, library, visual art room, English room, multimedia learning centre, music room, activity centre, guidance room, game therapy room, Chinese Culture Room and Aero Hub.				Ramp and Accessible lift.

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		26
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%	31%	88%	-	6%	94%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	1	1	2	1	2	3	10
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	1	1	1	2	1	2	8
Mode of teaching at different levels	Small class teaching to cater for learning diversity, Brain-based Teaching Strategies to create a high participation rate and an interactive classroom, develop students' thinking skills and positive learning attitudes.							
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					Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	Formative assessments are conducted throughout the academic year to diagnose students' strengths and weaknesses. Summative assessments with three examinations in each academic year are conducted to assess pupils' academic performance and basic competency skills.				
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.3 to P.6 pupils are streamed to different classes according to their academic performance.				

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	3:10 PM	1:05 PM - 2:05 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and self-packed lunch.	Morning Exercise Time, Green Life Scheme, Extra-curricular Activities and Healthy Eating School Activities. Help students to lead a healthy and positive life.		Small-class teaching and life-wide learning are adopted. Extra-curricular activities, educational visits, moral talks and activities are conducted to enhance students' self-directed learning, creativity and problem-solving abilities.		

Life-wide Learning

Cross-Curricular Activities: Cross-Curricular Week, Chinese New Year Cross-Curricular Activities etc.
 Various subject activities: English Reading Camp, Educational Visits, STEAM Activities etc.
 Extra-Curricular Activities: Chinese Opera, Oriental Dance, Brass Band, Percussion Class, Taekwondo, Fun Rope Skipping, Gifted Class etc.
 Service Groups: Prefect Team, Flag Raising Team, CYC, Scouts etc.
 Active participation in inter-school competitions and activities, visits to elderly homes, flag-selling etc.

School Mission

1. By fostering a positive, intuitive, mind-opening, and efficient learning environment, we strive to provide students with well rounded and balanced educational opportunities. The focus is on the aspects of moral, intellectual, physical, social, and fine arts education. We strive to help our students achieve top quality conduct; build positive values and optimistic attitudes for life.
2. We strive to provide a diversified range of extra-curricular activities and encourage students to participate actively to sustain a full development of personal potentials.

School Characteristics

School Management

School Management Organisation:

Our school was established in 1959. It is a government primary school under the direct supervision of the Education Bureau. At school, various executive teams are set up. They are School Management and Organization Team, Learning and Teaching Team, School Spirit and Student Support Team and Student Performance Team.

Incorporated Management Committee / School Management Committee / Management Committee:

The School Management Committee has been set up since 1999. It consists of an officer appointed by the Education Bureau, School Headmistress, two teacher representatives, two parent representatives, an alumni representative and a community member. School Policies were thoroughly discussed and endorsed in the meetings to ensure quality education for all the students.

School Green Policy:

Set up a Green School and encourage green and healthy living.

School's Major Concerns:

1. Utilizing diverse teaching, assessment and learning support strategies to reinforce foundational learning, promote learning effectiveness and enhance subject competence.
2. Cultivate students' positive emotions, enhance their ability to manage emotions and continuously cultivate their sense of national identity.

Learning and Teaching Plan

Learning & Teaching Strategies:

We implement co-operative learning, brain-based learning and holistic innovative learning approaches in daily teaching. We also offer student-centred learning, training of generic skills and language skills. We cater for learner diversity and create a sharing and interactive learning atmosphere through learning activities like group discussions, presentation and project making, etc. We utilise higher order thinking questioning to enhance the training of thinking skills, problem solving skills and creativity.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Make good use of STEM Land to promote school-based STEAM education, to nurture students' innovation thinking.
 Strengthen students' understanding of Chinese culture and develop a stronger sense of national identity.

Development of Generic Skills:

Enhance students' generic skills training by the use of diversified teaching strategies, life-wide learning activities and project-based learning.

Cultivation of Proper Values, Attitudes and Behaviours:

Through implementing Moral Education lessons, various learning programmes and activities like "Good People Good Deeds" Programme, Thanksgiving Activities etc., positive thinking and proper value systems can be fostered. Students are helped to develop positive life values and proper ways of handling matters in life.

Student Support

Whole School Approach to Catering for Learner Diversity:

Gifted education and enrichment programmes, small class teaching and after-school remedial classes, school-based speech therapy service for SEN students, pre-primary 1 adaptation course and pre-secondary adaptation course, 'Dual-class Teacher System' for some classes.

Whole School Approach to Integrated Education:

Our school utilizes learning support grants to hire teachers and teaching assistants to support student learning. Through small class teaching, group teaching, group activities, and outsourced professional support services, we provide students with support on learning and developments. Our school's social workers, school-based educational psychologists, school-based speech therapists, and SST teachers provide students with assessment, therapy, counseling, and learning support.

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. Students are streamed according to their abilities and academic performance.
2. Curriculum adaptation and after school courses for different ability groups.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The Parent-Teacher Association helps to organize Parent Voluntary Work Groups, talks and workshops, parent-child reading camp, parent interest groups and parent-child activities, etc.

School Ethos:

Through moral & civic education and school-based guidance programmes to nurture students' positive values on courtesy, responsibility, gratitude, love and care so as to build a positive, harmonious school culture and atmosphere.

Future Development

School Development Plan:

1. Utilizing diverse teaching, assessment and learning support strategies to reinforce foundational learning, promote learning effectiveness and enhance subject competence.
2. Cultivate students' positive emotions, enhance their ability to manage emotions and continuously cultivate their sense of national identity.

Teacher Professional Training & Development:

Through Brain-Based Teaching Strategies Training Course to enhance teachers' professional knowledge and teaching skills. Staff development programmes on e-learning and STEAM education have been conducted to build up a positive and efficient teaching team and culture.

Others

Our students have won numerous awards in different subjects, athletic and artistic scholarships. A number of our students are awarded as Outstanding Students.



嘉諾撒小學 (新蒲崗)
Canossa Primary School (San Po Kong)
9 Choi Yee Lane, San Po Kong, Kowloon
23238883
23236665
cpssp@cps.edu.hk
https://www.cps.edu.hk

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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
Ms. Yuen Wai Ching	Mr. Chan Cheong Shun Charley	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
Canossian Missions	Charity, Righteousness, Humility	1968	Chinese	School Bus	About 5960 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		Action School	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$40	Special-used fee \$100	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
36	4	1	1	Roof-top Garden, Medical Room, PTA Room, Prayer Room, Counselling Room, Conference Room, Campus TV.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
STEM Room, English Room, Activity Rooms, Language Room, Multi-purpose Rooms, Visual Arts Room, Music Rooms, General Studies Room.				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			66	Total number of teachers in the school		67
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%	34%	86%	8%	29%	63%

Class Structure

				P1	P2	P3	P4	P5	P6	Total
2025/2026 school year				No. of classes	6	6	6	6	6	36
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)				No. of classes	6	6	6	6	6	36
Mode of teaching at different levels		Collaborative learning in small groups. Implementation of small class teaching from P.1 to P.6.								
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	A total of 3 summative assessments per academic year (1 on main subjects, 2 on all subjects); regular written formative assessments; project learning, research-based learning, oral presentation, self-evaluation, peer review, 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	Mixed abilities in class arrangement to cater for learner diversity. For each year level, 4 classes out of 6 adopt Putonghua as the medium of instruction in Chinese Language; 2 classes out of 6 adopt Cantonese as the medium of instruction in Chinese language.				

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	7:50 AM	3:00 PM	12:30 PM - 1:25 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Our students have morning exercise every week. We join the LCSD's SportAct, School Physical Fitness Award Scheme and School Sports Programme, training students to build up healthy exercise habits.		Class teacher period, Morning reading, Morning exercise, After-lunch activities, Remedial classes, Extra-curricular activities, etc.		

Life-wide Learning

Debate Team, Junior Musical, Olympiad Mathematics Classes, School Teams (Basketball, Table Tennis, Badminton, Volleyball, Swimming, Football, Athletics), Choir, Orchestra, Music Classes (violin, flute, clarinet), Visual Arts Classes, STEM courses, mBot, VEXIQ, Programming and Drone courses, Taekwondo Classes, Artistic Gymnastics, Chinese Dance, Jazz Dance, Chinese Opera;
Life-wide Learning Days, Multi-intelligence Classes, Study Tours, Outdoor Learning Activities, Educational Camp, Adventure Based Camp, Cub Scouts, Brownies, Red Cross, CYC.

School Mission

The Canossian educators of Faith draw inspiration from Jesus on the Cross and St. Magdalene of Canossa. We dedicate ourselves to the Formation of Heart of our students, to love life and learning, to serve the Community, especially those whose needs are greatest.

School Characteristics

School Management

School Management Organisation:

The sponsoring body of our school is Canossian Missions. Under the supervision of the Incorporated Management Committee, the school is empowered the autonomy of self-management by the School Policy Executive Committee and the other four functional committees.

Incorporated Management Committee / School Management Committee / Management Committee:

Incorporated Management Committee was established on 31st August 2013. Members include representatives from the sponsoring body, the supervisor, principal, teacher and other independent managers to give advice on the school development.

School Green Policy:

Environmentally-friendly lunchboxes, Renewable (Solar) Energy System (Feed-in Tariff Scheme), Energy saving facilities and policies, such as the lighting system; optimal room temperature of the air-conditioning, Sky garden that lowers the room temperature of the top floor, Collection of materials for recycling.

School's Major Concerns:

1. Foster students' physical, mental, and spiritual well-being, cultivate a willingness to serve, establish positive values, and develop into law-abiding citizens with good civic awareness.
2. Optimize school-based curriculum development, enrich learning and teaching experiences, utilize technology wisely, promote innovation, and expand students' diverse potential.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Emphasis on moral and civic education, various learning experiences, such as Leader in me curriculum, 'Our Foundress' Programme, core value curriculum, reading schemes, STEM curriculum, overseas exchange programmes, cross-curricular learning activities and social services for students' life-wide and life-long learning.
2. Small class teaching across all year levels. Putonghua is used as the medium of instruction in some classes.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Our school optimizes the "Canossian Values Education" curriculum, which is implemented in collaboration with the various subject groups, to cultivate students' positive values and attitudes of gratitude, respect and responsibility.
2. Through the national education and the national security education, the curriculum enables students to understand our country and Chinese culture, cultivates and strengthens our national identity.
3. Optimizing STEAM education, broadening all-round learning experiences to develop students' generic skills and inquisitive thinking and promote whole-person development.
4. Encourages students to utilize class time to create room, cultivate independence and promote independent learning.
5. Strengthen reading across the curriculum, cultivate students' habit of active reading and use information technology in a rational and responsible manner.
6. To meet the learning needs of students, strengthen home-school cooperation to cater for the diversity of students' learning.

Development of Generic Skills:

Focus on creativity, critical thinking problem solving and communication skills through collaborative learning.

Cultivation of Proper Values, Attitudes and Behaviours:

Sharing the common vision and mission of the Canossian educators, our dedicated Canossian teachers have always been striving for excellence to nurture students' 'Formation of Heart' to love life and learning, to serve the Community, especially those whose needs are greatest.

The school prioritizes students' moral development as its primary task, restructuring moral education and cross-disciplinary curricula based on a values education framework and the school motto, in order to create a caring and harmonious campus.

Student Support

Whole School Approach to Catering for Learner Diversity:

Small group activity approach teaching, Collaborative learning activities and "Mentor & Me Program" for P.1 pupils let students help and inspire others to learn and achieve their own goals.

Whole School Approach to Integrated Education:

Our school has a strong commitment to inclusion. Through a flexible allocation of resources, personalisation of the curriculum and differentiated learning and teaching strategy, we provide students with specialized support in order to raise their learning efficiency and to enable them to adapt in their school life. We utilize different subsidies to hire teachers and counsellors to cater for learning diversity. We offer a range of activities such as remedial programmes, reading, writing and social skills workshops and School-based Speech Therapy Service for students with a range of needs. Furthermore, we offer workshops for parents to understand the special educational needs of their children, to coach them at home and to collaborate with teachers and students to achieve students' personal growth.

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 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:

Cater for different learning needs through flexible seating and examination arrangement, various forms of homework, etc. Recommend gifted students to participate in training programmes and competitions organised by other institutes.

Home-School Co-operation and School Ethos

Home-School Co-operation:

To enhance parent-teacher communication, parents days and nights are adopted. Performing the important role as a bridge between parents and our school, the PTA has established a good relationship of mutual trust with the school. Through various functions, two-way communication has been strengthened.

School Ethos:

Build up a harmonious teacher-student relationship, develop the spirit of love and serving others, and stress on positive culture through the core values of Catholic education, class management, sincere communication and self-learning activities. Widen pupils' vision, extra care is given to P.1 pupils' adaptation to primary school life and P.6 pupils' preparation for their secondary education. Develop parent education for better parent - school cooperation.

Future Development

School Development Plan:

1. Promote e-learning, develop self-learning skills and utilize assessment as learning in order to raise students' learning efficacy.
2. Develop the 'Canossian qualities' in our students so that they can become grateful citizens.
3. Promote professional development among our teachers. Establish a learning organization and demonstrate the achievement of learning and teaching.

Teacher Professional Training & Development:

1. Promote professional development among our teachers. Establish a learning organization.
2. Showcase professional development and achievements; encourage mutual appreciation culture among teachers and students.

Others

Scholarship given by Parent-Teacher Association and Alumni Association.



中華基督教會基華小學 C.C.C. Kei Wa Primary School

3 Wong Kuk Avenue, Choi Hung Estate, Wong Tai Sin, Kowloon

23200683

23259035

keiwa@keiwa.edu.hk

http://www.keiwa.edu.hk

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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. Ko Kwok Hung	Mr. Lam Yat 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					100%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Hong Kong Council of the Church of Christ in China	Enlightenment through learning	1964	Chinese	Nanny van	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		Pledged School	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$35	\$400	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	1	1	1	Air-conditioners and electronic teaching equipment are installed in the school hall and classrooms. There is an ocean world and campus TV studio.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Five special rooms which include music room, art room, STEAM maker room, counselling room and activity 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			46	Total number of teachers in the school		48
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%	46%	98%	4%	23%	73%

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	4	4	4	4	4	24
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	3	4	4	4	4	23
Mode of teaching at different levels	Small class teaching is implemented. Enrichment and support programmes are provided for Chinese, English and Mathematics. After-school tutorial classes for P.5 and homework support classes for P.1-5 are also offered.						
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	Project-based learning accounts for 10% of the assessment in General Studies. Oral, drawing, and practical assessments are included in Primary Science. Diverse modes of assessment like self assessment, peer assessment and parent assessment are adopted.						
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 & P.2 classes are of mixed ability. P.3-P.6 students are streamed according to students' needs.						

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	30 mins	8:00 AM	3:15 PM	12:55 PM - 1:55 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. Lunch boxes provided by the supplier are monitored by teacher and parent representatives. 2. Activity zones, lunch-time activities, enrichment sessions, and English dance lessons for P.1-2 students are arranged to promote healthy living habits. 3. Life education lessons, themed assemblies, worship groups and pre-examination activities are held to support students' well-being.		1. Formal lessons are held before lunch, followed by enrichment sessions. 2. On Fridays, students are dismissed at 1:00 pm to allow time for learning, teacher development and family activities. 3. After-school care services (until 6:30 p.m.) and homework support groups (until 4:45 p.m.) are provided to support family needs. 4. Saturday English learning groups and secondary school transition programmes are arranged. After-school tutorial classes in Chinese, English and Mathematics are also provided.		

Life-wide Learning

Whole-person development is emphasised through a wide range of learning experiences. A Life-wide Learning Week is organised, with cross-curricular learning and field studies for P.1-P.3 students, and outdoor education camps or overseas study visits for P.4-P.6 students. Fun enrichment sessions and life skills lessons are arranged in the afternoons. Over 40 extra-curricular activities including sports, dance, music, academics and STEAM, are also offered to develop students' potential and enhance their confidence and problem-solving skills.

School Mission

Together we nurture fullness of life; Hand in hand we witness the love of Christ. With the love of Christ, compassion for humanity and a positive attitude, we strive to deliver quality education to develop students' potential to the fullest, to share with them the Gospel, and to cultivate in them a sense of good citizenship which will benefit our society and nation.

School Characteristics

School Management

School Management Organisation:

Under IMC, school policies are managed by School Management Team.

Incorporated Management Committee / School Management Committee / Management Committee:

IMC is formed by different stakeholders which includes teachers, parents and alumnus.

School Green Policy:

Green Concept is incorporated into different activities and Kei Wa Ocean World.

School's Major Concerns:

1. Promote self-directed learning.
2. Foster positive values and attitudes.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. English language teaching and training is emphasized. Two NETs are employed to provide different learning activities for students.
2. STEAM programmes and enhancement classes for elite students are held to cater for students' interests and strengths, and to train students for inter-school competitions.
3. There is a 25-minute tutorial lesson every day, 15-minute morning reading lessons on Wednesdays and Thursdays, and a themed reading lesson on Tuesday afternoons.
4. A school-based curriculum on Kei Wa Ocean World is developed to promote conservation and environmental protection.
5. Civic education is incorporated into different subjects. Study tours to Mainland and overseas countries are organized.
6. An annual talent show is organised to showcase students' talents and learning outcomes.
7. Life-wide learning is adopted in the Visual Arts curriculum. Creativity is cultivated by immersing in the community, paying visits and having hands-on experiences.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. The regular curriculum is completed before lunch (12:55 pm). In the afternoon, students engage in a range of diversified courses, including Life Education, Life Skills, Reading, Theme-based Learning, and Self-directed Enrichment Activities.
2. Moral, social, and values education is strengthened.
3. Learning time is optimised to promote balanced physical and mental development.

Development of Generic Skills:

1. Thematic learning sessions (four topics each year) and Life Skills classes are arranged for Primary 1 to Primary 6 classes.
2. STEAM learning days and theme learning weeks are arranged to cultivate students' collaborative problem-solving and holistic thinking abilities.
3. Module teaching, problem-solving tasks, project learning, self-directed learning and information literacy are incorporated in the school-based curriculum to enhance students' generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:

Christian education forms the core of the school's ethos. Through life education lessons, thematic assemblies, formal and informal curricula, school-wide participation is fostered to nurture students' moral values. Opportunities are also provided for students to practise positive attitudes and behaviours, contributing to a caring and positive school environment.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. P.3 to P.5 students are streamed into different classes to cater for learner diversity. Various support groups, homework support classes and after-school care services are provided to support students with individual differences.
2. Gifted education is developed to nurture high-achieving students through programmes such as English drama, Olympiad Mathematics, and young artists training.
3. A prize-giving ceremony is held monthly to recognize students' achievements in different learning aspects.
4. Mini talent shows are held regularly at lunch time to let students perform on stage.
5. Secondary school transition and interview preparation classes are conducted on Saturdays for P.6 students.
6. Birthday parties are held regularly. Birthday presents are given out by the principal.

Whole School Approach to Integrated Education:

1. We adopt the "Whole School Approach to Integrated Education" to cater for students with special educational needs.
2. Student Support Team would arrange suitable teaching and learning strategies. We also provide different support for students according to their needs, such as training on emotional management, programmes about communication skills, occupational therapy training, individual education plan, etc.
3. School-based educational psychologist and school-based speech therapist provide extra support to cater for students' needs and conduct teacher training.

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:

Graded worksheets, homework and assessment accommodation and after-school support groups are adopted to cater for learner diversity.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The Parent-teacher Association organizes a variety of parent-child activities such as PTA outings and parent-child interest groups to enhance parent-child relationships. The huge group of parent volunteers have always been a source of support for school activities. Parents' Days, parenting workshops, lesson observations are held and messages from the principal are regularly sent to enhance home-school co-operation.

School Ethos:

1. The school adopts a caring culture with good teacher-student relationships. Students are kind-hearted, willing to help and eager to learn.
2. An empathetic campus culture is promoted, with Compassionate Communication and Social-Emotional Learning (SEL) introduced from an early age to support students' well-being.
3. Positive teacher-student and student-student relationships are strengthened through classroom management activities.

Future Development

School Development Plan:

1. Develop a school that is both technologically and culturally sound by combining the school's fine traditions and strengths to lay the foundation for the new school after the redevelopment of Choi Hung Estate.
2. Positive thinking skills are fostered among teachers, students, and parents to enhance students' interpersonal relationships and resilience.
3. Professional consultants from universities are invited to conduct workshops for students to strengthen their self-learning skills and reinforce the use of diverse self-learning techniques.
4. Cultivate students' patriotism and love for their families by integrating national education into the curriculum, taking part in flag-raising ceremonies, life-wide learning activities and exchanges with sister schools in the Mainland.

Teacher Professional Training & Development:

Enhance teaching and learning effectiveness through teachers' professional development programmes, co-plan meetings, peer observation, lesson evaluation and experience sharing. Mentor programmes and school-based training for new teachers.

Others

Students take part in different inter-school competitions. They have won awards and prizes in sports, dancing, rope skipping, speech, music and drama. Scholarships are awarded to students who have outstanding achievements in academic, service, art and sports.,

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Leung Cheung Choi	Mr. Chu Ka Leung	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					53%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Catholic Diocese of Hong Kong	Striving for excellence through 'Faith', 'Diligence' and 'Love'	1982	Chinese	Nanny van	About 4305 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
-	-	\$100	\$400	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	1	1	1	Conference Room, Teaching Aids Room, Medical Room, Teaching Resources Room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Prayer room, STEM Room, Music Room, Visual Arts Room, Student Activity Room, Chinese Culture Room, Chinese Orchestra Room, Computer Room, Counselling Room, English Language room and library.				-

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

Number of teaching posts in the approved establishment				38		Total number of teachers in the school		41	
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
91%	100%	32%		72%	24%		15%		61%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	2	3	3	4	3	4	19
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	2	2	3	3	4	3	17
Mode of teaching at different levels	Small class teaching is promoted in P.1 to P.6. Incorporate Putonghua into P.1-P.6 Chinese learning.							
Remarks	P.1:Co-homeroom Teacher System							

Performance Assessment

Number of test(s) per year (P1 only)	2	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					Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	Formative assessment is used in different subject areas. We use multiple assessments & encourage students to carry out self assessment and peer assessment in project learning, subject activities and we have curriculum integration.				
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	One elite class in P.4, P.5 and 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	3:30 PM	12:55 PM - 1:50 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Food Control Committee supervises the food supplied by the lunch supplier and the tuck shop.		Extra-curricular activities / Value Education are held from 2:30p.m. to 5:30p.m. on Monday to Thursday, from 1:40p.m. to 4:50p.m. on Friday. Enhancement lessons (3:30-4:15p.m.) are held for P.1 - P.4 after school. Enrichment / enhancement lessons (1:50-2:30p.m.) are held for P.5 - P.6.		

Life-wide Learning

Pioneers of Christ, Little Joseph, Community Youth Club, Cub Scouts, Brownies, Red Cross Junior Units, Eco-ambassadors, Choi Wan Ambassadors, Mathematics Class, Science class, Cambridge English Class, Art Class, English Drama, Hymns Choir, Chinese Orchestra, Violin, Chinese Dancing Club, Latin American Dancing, Martial Arts Club, Ball Games Club, Athletics Team.

School Mission

We aim at providing "whole-person" education for students based on core values of Catholic education which cultivate students' moral, intellectual, social and aesthetic values as well as encourage students to achieve academic excellence. We help to develop individual potential and foster the spirit of self-learning. We encourage a positive and a healthy attitude towards life and promote a keen sense of responsibility and commitment to the community.

School Characteristics

School Management
School Management Organisation: Under the Incorporated Management Committee, the Supervisor and the Principal are responsible to guide all administrative groups to carry out the development of school.
Incorporated Management Committee / School Management Committee / Management Committee: The Incorporated Management Committee is formed by educational experts and community members, teachers and alumni.
School Green Policy: It cultivates the concept and skill of respecting and caring for the environment. Eco-ambassadors help promote the messages of loving the Earth.
School's Major Concerns: 1. Implement the core values of the Catholic Education and Positive Education, develop an environment to help students build a flourishing life. 2. Promote self-directed learning and develop their proactive and initiative attitude. 3. Widen students' life-wide-learning experiences in developing students' potential.
Learning and Teaching Plan
Learning & Teaching Strategies: Lesson time is scheduled flexibly. Our pupils learn through joyful and effective learning experiences in class and outside classroom by means of various thematic learning days. A range of inter-class and inter-school competitions provide chances for our pupils to strive for excellence. Cross-subject learning, project learning and inquiry-based learning approach enable pupils to monitor their own learning and develop self-learning ability. Small class teaching and co-operative learning are adopted in P.1-P.6.
Development of Major Renewed Emphases of the Primary Education Curriculum: 1. National Identity: Cultivate a sense of belonging and national identity towards our country through lessons and learning activities. 2. Positive Values and Attitudes: Emphasis is placed on life education and value education lessons. 3. Knowledge of Key Learning Areas (KLAs): Students are equipped with a solid knowledge base and perspectives across the eight KLAs; cross-curricular activities enhance knowledge of KLAs. 4. Language skills: English Speaking Tuesday and Putonghua Wednesday fostered language-rich environment. 5. Generic Skills: Develop students' generic skills and team spirit through cooperative learning award schemes, project works and STEAM Education. 6. Reading and Information Literacy: Reading across curricular activities develop reading habit; Information literacy talks and lessons promoted students to use IT rationally and responsibly. 7. Healthy Lifestyle: Diversified aesthetic and physical activities lead students to achieve a balanced physical and mental development.
Development of Generic Skills: Creativity, numeracy skill, social skill, self-study skill, critical-thinking skill and self-management skill are penetrated through different activities organized by various subjects.
Cultivation of Proper Values, Attitudes and Behaviours: Implement Positive Education curriculum and different activities to promote PERMA: Positive Emotion, Engagement, Relationship Meaning and Achievement.
Student Support
Whole School Approach to Catering for Learner Diversity: Intensive learning support such as remedial classes (after-school programmes) for low-achievers in Chinese, English and Mathematics, Newly-arrived Children (English Class), Enhancement Class for elite groups, different types of classes are provided to learners with different needs. Primary one and six will be involved in 'Bridging Activities' which are special programmes for students to deal with different challenges.
Whole School Approach to Integrated Education: Our school adopts "Whole School Approach" to Integrated Education. With the support of Learning Support Grant, Capacity Enhancement Grant, professionals such as School-based Educational Psychologists and School-based Speech Therapist include remedial learning groups, training on social skills, School-based Speech Therapy Service and Individual Education Plans etc. provide to our school.
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; 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.
Curriculum Tailoring and Adaptation: To adjust assessments, curriculum and homework policy for learners who have special learning needs.
Home-School Co-operation and School Ethos
Home-School Co-operation: To strengthen home-school co-operation, parents are able to express their opinions through Parents' day, or school visits. Parents are kept informed about the school through newsletters, leaflets, circular, school web-site or talking to teachers. Various parent seminars and experience-sharing sessions are organised to support parents in handling children's needs and promote better family relationships.
School Ethos: 'Merit Award Scheme' encourages students' positive living attitude. School special teams and Volunteer groups help to strengthen students' sense of responsibility and 'caring and serving others' attitude. Parents voluntary group helps primary one learners to adapt to the new life in school. Peers counselling for low primary is offered through 'Volunteer Group'. Equip "Ambassador of Love" with skills in building rapport and positive relationship with peers.
Future Development
School Development Plan: 1. Promote the Core Values of Catholic Education and Positive Education develop students' character strengths. 2. Promote STREAM Education to develop students' computational thinking concepts, learning motivation and creativity. 3. Promote Drama in Education to stimulate students' interest and motivation for learning. 4. Develop school-based curriculum to cater learning diversity. 5. Promote connections between Curriculum, Learning and Teaching and Assessment to enhance teaching and learning effectiveness. 6. Develop positive education which help arouse students' emotional management skills. 7. Develop gifted education for all. 8. Enhance strong Parent-child-teacher relationship.
Teacher Professional Training & Development: Teacher Learning Circle: Teachers participate actively in collaborative lesson preparations, peer lesson observations and carry out post-lesson conference. Organize teacher training workshops run by EDB, institutions or educational expertise.
Others
Rev. Bro. Paul Sun Education Foundation.



真鐸學校 Chun Tok School

171 Hammer Hill Road, Diamond Hill, Kowloon

23265111

23517244

info@cts.edu.hk

http://www.cts.edu.hk

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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. Kwok Chi Kay Peter	Mr. Chan Tak On Alex	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					92%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Chun Tok School	Faith, Hope and Love	1935	Chinese	Nanny van	About 10000 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
-	-	-	Fees for specific purposes \$340 (payment in 2 installments)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
18	2	2	1	Pottery Room, Multi-purpose Room, Stargazing Corner, Basketball Court, Track & Field Sports Ground, Rock Climbing Wall, Garden
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
20 rooms including Gym, Musical Theatre, Art Gallery, English Room, Leisure Cafe, Math Point Lab, STEM Room, Multimedia Computer Room, Adventure Room				Ramp, Accessible lift, Accessible toilet and Visual fire alarm system.

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

Number of teaching posts in the approved establishment			34	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
88%	100%	43%	88%	22%	10%	68%

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	3	2	2	3	3	16
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	2	3	2	2	3	15
Mode of teaching at different levels	P.1 to P.6 students are streamed into different groups according to their abilities and performances in different subjects. Small class teaching. To enhance their English, three Native English Teachers assist teaching in all forms. One of the classes in P.2 & P.3 will use Putonghua as the medium of instruction in Chinese lessons.						
Remarks	1. Tutorial lessons, Sport & Art Specialised Training lessons are provided in the afternoon school time. 2. Two class teachers in each class (P.1-P.6). 3. Tutorial groups after school are provided for dual-career families. 4. IRTP for P.1. 5. Nanny van service.						

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					Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					No
Diversified Assessment for Learning	With reference to the principles of "Enhancing Learning", "Improving Learning and Teaching Effectiveness" and "Enhancing students' Learning Confidence", both Formative Assessment and Summative Assessment are adopted. P.1 to P.2: Formative assessments (e.g. homework, observation)				
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	To cater for P.1 - P.6 learner diversity, students are streamed according to their ability in different subjects. There are foundation groups to consolidate their learning in smaller groups. Gifted Education is also provided to enrich the learning of the more able students.				

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	40 mins	8:15 AM	3:30 PM	12:55 PM - 1:55 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and parents can deliver the meals.	Morning prayers, lunchtime music, worship team, personal growth education lessons, student ambassadors, uniformed groups, gospel camp and sunlight parent groups.		1. Over 60 multiple intelligent activities & 40 specialised learning programmes are provided. Providing the Training Course of Creativity for enhancing students' generic skills and cultivating their social cares. 2. Organizing life-wide learning activities and adopting multiple modes of assessment for the whole person education. 3. The eighth lesson is a 40-minute tutorial lesson.		

Life-wide Learning

1. Cultural and Science Technology Exchange Learning Tours to Mainland or other countries.
2. Sport and Art Specialized Training.
3. Learning Beyond the Classroom Scheme.

School Mission

Faith, Hope and Love are our school Motto from Our Lord Jesus Christ. With the combination of activity teaching approach and guidance and discipline counselling approach, we nurture our students to be independent and responsible citizens in pursuing excellence without any limits. We believe that every child has the potential to succeed and none of our students should be neglected.

School Characteristics

School Management

School Management Organisation:

With well-developed school management and monitoring system, a team of teaching staff pursue excellence in teaching.

Incorporated Management Committee / School Management Committee / Management Committee:

Established under the Constitution for IMC

School Green Policy:

1. Implement green activities including "One Person, One Flower Scheme" and "Food Waste Composting Scheme".
2. Design a diversified learning curriculum to enhance students' respect and responsibility towards the environment.

School's Major Concerns:

1. Activate interest and motivation for enjoyable and effective learning.
2. Promote values education and live a healthy body, mind and spirit.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. In one of the P.2 classes and one of the P.3 classes, Putonghua is used as the medium of instruction in Chinese lessons.
2. Three NETs co-teach with local teachers in P.1-6 classes using a variety of learning activities.
3. P.1 to P.6 students are streamed into different ability groups during Chinese lessons, English lessons and Mathematics lessons.
4. Implement Whole School Gifted Education.
5. Promote students' generic skills through project work, life-wide learning, service learning, community performing and sport & art specialized training.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. With the optimization of our school streaming policy, the arrangement of differentiated teaching, different ability groups, whole school gifted education and catering for learner diversity, our students are well prepared to strive for excellence in learning and personal growth.
2. With the newly renovated STEAM Laboratory and the principle of quality over quantity, our school-based STEAM Curriculum is implemented through cross curricular activities and connected to our daily lives. We provide students with rich and active learning experiences in the mode of project learning.
3. Through our school based GRIT+ programme, our students' social and emotional skills, positive attitude and perseverance are well cultivated. Our students learning experiences and whole person development are enriched through life wide learning support and multiple intelligence activities.

Development of Generic Skills:

Provide students with various learning experiences and assessment activities to facilitate their generic skills and help them generate knowledge while cultivating in them positive attitudes.

Cultivation of Proper Values, Attitudes and Behaviours:

1. To raise awareness of Positive Education and facilitate students' application of positive values and attitudes.
2. To create the positive learning environment for nurturing students' positive values and fostering their involvement in school.
3. To foster students' self-directed learning skills and attitudes through a variety of learning activities.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. Set up Individual Educational Plan for all students.
2. Provide "After School Child-Care Service" for working parents (Duration: after school to 6:30 pm).
3. Provide 32 after-school remedial classes after school for enhancing their specific abilities such as writing, attention, word recognition, communication, verbal expressions, revision and written test strategies.

Whole School Approach to Integrated Education:

1. The Student Support Team consists of the Special Educational Needs Coordinator, the integrated education team coordinators, counseling teachers, class teachers, subject teachers and school social workers.
2. Through the effective deployment of manpower and resources, our school provides a diversified range of appropriate support services to help students promote their learning and to adapt to our school.
3. Home-school cooperation is crucial in the entire process of our school support programme. Our school has established a regular communication mechanism with parents to let them take part in the planning of intervention programmes.

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; and organising activities to create an inclusive learning environment in the school. To facilitate NCS students' mastery of the Chinese Language, the after-school Chinese Language Learning Support Group has been formed to provide training, including:

1. Chinese language learning skills training
2. Adaptation of Chinese language curriculum
3. Appreciation of Chinese culture
4. Paired reading Chinese stories
5. Collaborative learning

Curriculum Tailoring and Adaptation:

To suit the needs of students.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Focusing on home-school cooperation, Parent-Teacher Association was established. Parents' seminars and workshops are held weekly. Parents and teachers can communicate or share their ideas at any time. Through the channels of 'Warm and Caring Action' and 'Two Teachers for Each Class', students' learning progress and professional support is provided for parents.

School Ethos:

Caring Culture is deeply rooted in our school. Our students learn from each other despite their different family backgrounds and their learning diversity. They learn to be considerate and caring. They love their mother school, respect their teachers and parents.

Future Development

School Development Plan:

1. Activate interest and motivation for enjoyable and effective learning.
2. Promote values education and live a healthy body, mind and spirit.

Teacher Professional Training & Development:

1. Focusing on nurturing a team of teachers with professional teaching.
2. Promoting the professional development of teachers across the continuum of the teaching profession.
3. Invited by the Education Bureau and other institutions, our school has shared our experiences in the domains of teaching and learning.

Others

1. Pre-Primary Assessment and P.1 Adaptation Lessons are provided for P.1 students.
2. P.5 and P.6 students join the Scheme of Adventure-Ship for enhancing students' social and problem-solving skills.



喬色園主辦可立小學

Ho Lap Primary School (Sponsored by Sik Sik Yuen)

88 Sheung Fung Street, Tsz Wan Shan, Kowloon, Hong Kong

23216003

23217710

hlp-mail@holap-p.edu.hk

http://www.holap-p.edu.hk

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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. Leung Wai Tai	Mr. Ng Shu Tung	Established	Aided Whole Day	Co-ed	Confucianism, Buddhism and Taoism
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
Sik Sik Yuen	To act benevolently and to teach benevolence	1996	Chinese	School Bus	About 7500 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
-	-	\$200 (6 years)	\$100 (Life-wide education fee)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	3	1	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Visual Art Room, Music Room, 3 Computer Room, STEM Room, General Library, Multi-function Room, Science Room, Indoor Multi-function Area and 4 Remedial-teaching Room.				Ramp and Accessible lift.

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

Number of teaching posts in the approved establishment				54	Total number of teachers in the school		60
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%	31%	62%	41%	12%	47%	

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	5	5	5	6	5	4	30
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	4	5	5	5	6	5	30
Mode of teaching at different levels	Implementing small-class teaching for the whole school. We also have pull-out groups for P.5 and P.6 classes in Chinese, English and Mathematics lessons to enhance the effectiveness of learning.							
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					Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	Design diverse assessments aligned with unit goals across subjects to evaluate students' learning outcomes at different stages and provide appropriate feedback.				
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	There is no class division on the learning ability for P1 and P2. P3 to P6 students are assigned to different classes according to their learning ability.				

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	8:15 AM	3:20 PM	1:10 PM - 2:05 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Dedicated to creating a healthy campus and establishing a healthy lifestyle, we have set up sports teams, interest classes, smart sports devices, and diverse intelligence courses. Additionally, we promote a "Fruit Month" and participate in the Leisure and Cultural Services Department's easy/outreach sports programs and the School Physical Fitness Award Scheme, among others.		Apart from our formal curriculum, a wide range of quality extra-curricular activities are organized for students to develop their talent. Different types of supplementary courses are provided to strengthen students' learning effectiveness and confidence.		

Life-wide Learning

Over 70 diverse activities

1. Academic aspect: recitation teams and ambassadors.
2. Music aspect: Chinese orchestra, handbell choir, and choir.
3. Sports aspect: basketball, football, volleyball, swimming, badminton, handball, track and field.
4. Arts: Drama Team, Visual Arts & Painting, Chess, and Dance.
5. STEM: Innovation & Tech Squad, and Digital Education-related after-school training.
6. Service: Scouts, Community Youth Club (CYC), Junior Police Call (JPC), and Prefects.

Awarded numerous times every year, with outstanding achievements.

School Mission

"To act benevolently and to teach benevolence" is the guiding principle of our educational service. We do not only emphasize language skills and subject knowledge but also put much effort in moral education which helps our students become better people and build up a sense of responsibility towards the community.

School Characteristics

School Management

School Management Organisation:

Adopting School Based Management Scheme to structure the school in different professions according to school members' ability, aiming to provide quality and full coverage of school management.

Incorporated Management Committee / School Management Committee / Management Committee:

Our IMC was set up in 2005, the members of which include the school managing directors, teachers, parents and professionals to enhance the transparency of the school management.

School Green Policy:

Dedicated to promoting environmental protection, in addition to using energy-saving fluorescent tubes and setting up three-color recycling bins, we also participate in the "Solar Energy Support Program for Schools and Non-Governmental Welfare Organizations" by "Electricity Society." This helps reduce electricity costs, which are then used to organize educational activities that promote environmental protection and enhance students' awareness of environmental issues.

School's Major Concerns:

1. Centering on Chinese culture, enrich students' learning experiences both inside and outside the classroom, cultivate correct values, and enhance generic skills.
2. With physical education as the focus, establish a healthy lifestyle to enhance students' sense of well-being.

Learning and Teaching Plan

Learning & Teaching Strategies:

In line with the latest curriculum guidelines and development goals, our school flexibly utilizes lesson and study time to design a diverse range of learning activities and experiences for students.

The overall curriculum design emphasizes Life-Wide Learning (LWL), cross-curricular activities, and catering to learner diversity. By integrating digital education initiatives, we support interactive learning both inside and outside the classroom. Additionally, the school organizes outdoor learning and co-curricular activities to enrich students' experiences and help them adapt to rapid societal changes.

Furthermore, we actively seek external resources and collaborate with various organizations and tertiary institutions to promote and support curriculum development. Our goal is to empower students to become proactive, lifelong learners who truly ""learn how to learn.""

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Cultivate character and national identity through growth lessons and service learning.
2. Design grade-specific, themed activities to organically link disciplines and enhance generic skills.
3. Strengthen STEAM and Digital Education to build media literacy.
4. Optimize diversified assessments (formative, practical, and projects) to track student progress.
5. Leverage community resources, like the Quality Education Fund and AFTEC, to enhance teaching effectiveness and promote lifelong learning.

Development of Generic Skills:

Nurturing students' generic skills with the assistance of different learning areas and catering for individual differences to bring their talents into full play.

Cultivation of Proper Values, Attitudes and Behaviours:

In concert with the school development focus and supported by the well-planned formal and informal curriculum to promote positive values and attitudes.

Student Support

Whole School Approach to Catering for Learner Diversity:

Various learning activities are designed to cater to students' learning diversity. In addition, peer support, curriculum and homework adjustments are provided. Self-learning platforms are set up to cultivate self-study habits.

Our school places great importance on the transition from kindergarten to primary school. We organize pre-admission activities and adaptation courses for Primary One students. For Primary Six students, we arrange school visits, conduct interview workshops, and organize talks and activities on different themes to assist them in early recognition and adaptation to secondary school lives.

Whole School Approach to Integrated Education:

The Student Support Team allocates resources to provide various forms of support programs and activities for students with Special Educational Needs including academic, social, emotional and executive functioning domains. In addition, curriculum, homework, and assessments are adjusted for students to support the parents of students with Special Educational Needs, the team also provides them with a "Student Support Summary". Furthermore, we also offer School-based Speech Therapy Service, School-based Educational Psychology Service and counseling groups to cater to the diverse needs 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; 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; and organising activities to create an inclusive learning environment in the school.

Curriculum Tailoring and Adaptation:

Our school adopts the three-tiered implementation mode as the fundamental basis for considering the policy for our more able students. We systematically and purposefully identify and nurture students with exceptional abilities and provide them with appropriate educational opportunities and resources. In terms of providing a safety net, students are grouped according to their abilities, with lower student-to-teacher ratios in classes that require additional support. To cater for learning diversity, teachers adapt and modify the curriculum and offer after-school tutoring and support groups to assist students with diverse learning needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:

We are eager to promote parent education to build up their sense of belonging in school. We have a big team of parent volunteers who provide human resources to support the school's daily operations.

School Ethos:

Based on the motto of "Leading yourself to support the others and respecting yourself so as to respect the others." and a wide range of moral education activities to nurture students' positive values and attitudes.

Future Development

School Development Plan:

1. Centering on Chinese culture, enrich students' learning experiences both inside and outside the classroom, cultivate correct values, and enhance generic skills.
2. With physical education as the focus, establish a healthy lifestyle to enhance students' sense of well-being.

Teacher Professional Training & Development:

Teachers are eager to participate in continuing professional training and development. They take part in different kinds of professional development activities according to the school's main focus, subject development and also teachers' individual needs. Through peer observation, sharing and co-planning among teachers help to reinforce the effectiveness of teaching. Inter-school cooperation with local and overseas schools is encouraged to enhance the teachers' profession.

Others

With the support of our sponsoring body, we establish different titles of scholarships in both academic and extra-curricular activities. Besides, the Wong Tai Sin Outstanding Students Association Election recognizes a certain number of students in our school as outstanding students in Wong Tai Sin every year (We had 3 winners out of 10 in year 2025). The Speech Day every year provides an opportunity for school to praise the outstanding students so that they can be the role models of their peers.



伊斯蘭鮑伯濤紀念小學
Islamic Dharwood Pau Memorial Primary School

Tsz Lok Estate Phase I, Tsz Wan Shan, Kowloon

23201300

23226566

idpmps@idpmps.edu.hk

http://www.idpmps.edu.hk

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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. Ma Fung Wai Kasim	Ms. Salim Sekena	Established	Aided Whole Day	Co-ed	Islam
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 Chinese Muslim Cultural & Fraternal Association	Be Well-educated & Love Others	1997	English	School Bus	About 5000 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	-	\$10 will be charged for the replacement of the digital student card

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	3	1	1	LED Screen, Interactive Touch Panel, Tablets, Synthetic ice rink
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Computer room, Music room, Visual art room, Campus TV studio, LEGO & Science Lab, Student Activity Centre, Dance room, Remedial room, English Reading room, PTA 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			26	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
93%	100%	52%	100%	24%	41%	35%

Class Structure

				P1	P2	P3	P4	P5	P6	Total
2025/2026 school year				No. of classes	2	1	2	2	2	11
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)				No. of classes	1	2	1	2	2	10
Mode of teaching at different levels		P.1 to P.6 implement the Small Class Teaching								
Remarks		Mainstream and school-based adaptation programme are implemented in both Chinese and Putonghua subjects. Non-Chinese speaking students who meet the standard can study the mainstream curriculum of Chinese and Putonghua.								

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)		1	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							Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	Formative and summative assessment: written, online, oral, individual and group presentation, practical and project report						
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	Streaming system is based on internal assessment results for all grades.						

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	10	35 mins	8:10 AM	3:20 PM	12:30 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. Smart-eater policy: everyday fruit, healthy lunchbox 2. Physical Fitness Programme, "Active Students, Active People" Campaign MVPA60 3. Morning exercise, Brain gym exercise 4. 4Rs Mental Health Charter		1. Weekly co-curricular programmes and moral education programmes 2. School-based thematic days 3. Experiential Learning Week and Service Learning Week 4. P.1 Go Goal Growth 5. Achievement Showcase Day		

Life-wide Learning

1. English: Debate, Public Speaking, Storytelling
2. Cub Scout, Brownie, Road Safety, Hong Kong Army Cadets Association
4. Community services, outdoor visits
5. Cycling, Floor golf, Floor ball, Ice hockey, Rugby, Taekwondo, Jazz Dance
6. Cantonese opera, Piano, Violin, Harmonica, Choir
7. LEGO Science

School Mission

Our mission is to nurture students as lifelong learners and cultivate them to be contributing citizens in respect of their country and the globe through practising the school's motto: "Well-educated and Love others". We thrive on building an inclusive environment where all children from diverse cultural backgrounds feel loved and respected. They share equal opportunities to acquire knowledge and skills for actualizing their personal best, and all achievements are celebrated.

School Characteristics

School Management

School Management Organisation:

1. School Affairs (Resources Management, IT, Green School)
2. Learning & Teaching (Curriculum Development, Academic Affairs, Student Support, Professional Development)
3. Student Development (Extra-curricular Activity, Discipline & Guidance Team, Student Affairs)
4. School Promotion and Development (School Publication, Parent-teacher Association, Student Alumni Association)

Incorporated Management Committee / School Management Committee / Management Committee:

IDPMPS Incorporated Management Committee was established in 2007.

School Green Policy:

Whole-school approach to effective use of resources: electricity, water, paper; Implement Eco-Lunch: Smart-eater Scheme, and Green The School Project.

School's Major Concerns:

1. Nurture students' abilities to make good use of learning time and to lead a vibrant and healthy lifestyle as an ultimate goal.
2. Integrate STEAM and AI in Interdisciplinary learning to further nurture students' media and information literacy.

Learning and Teaching Plan

Learning & Teaching Strategies:

Implementing student-centered strategy through experiential learning, cooperative learning, high-level questioning and tasks to promote students' learning effectiveness.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Making good use of learning time and creating space to promote a balanced physical and mental development
2. Reinforcing and Developing STEAM and AI education, nurturing students' media and information literacy
3. Strengthening values education

Development of Generic Skills:

Through varied learning tasks, we cultivate students with skills of problem-solving, collaboration, creativity etc.

Cultivation of Proper Values, Attitudes and Behaviours:

Respect for Others, National Identity, Benevolence, Law-abidingness, Empathy, Diligence, Filial Piety

Student Support

Whole School Approach to Catering for Learner Diversity:

1. Primary One Transition Program
2. Implement split-class teaching, adopt cooperative learning approach and design graded tasks and materials to cater for students with learning needs.
3. Implement small-step approach and provide substantial support to students with learning needs.
4. Provide Universal Gifted Education and pull-out programmes for high potential students.

Whole School Approach to Integrated Education:

1. Emphasis on establishing home-school collaboration and the school environment integration.
2. Cross-sector collaboration: to work closely with School-based Speech Therapist and School-based Educational Psychologists to provide professional services to students with Special Educational Needs.
3. 3-Tier Intervention Model: holistically and flexibly deploy resources to cater for students' diverse learning needs.
4. Varied supportive learning modes: homework adjustment, small group teaching, after-school supplementary programmes, support teachers and teaching assistants and special examination arrangements.

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.

Curriculum Tailoring and Adaptation:

1. Re-design the tasks and objectives in more specific and small steps approaches to ensure students' learning dynamic.
2. Theme-based tasks facilitate students' progressive mastery of complicated objectives.

Home-School Co-operation and School Ethos

Home-School Co-operation:

1. Organize varied programmes: Class-based (e.g. New Parent Workshop), Level-based (e.g. P.6 SSPA Parent Meeting), Theme-based (e.g. Happy Family Programme).
2. Parent Volunteer support varied functions (e.g. Chinese Culture Day).
3. Parent Academy

School Ethos:

1. Foster the caring atmosphere: In-school volunteer programme-Peer tutoring Programme, Reading Buddy Scheme, Little Hearts Home Visit and the New Year Greetings Volunteer Service.
2. Nurture the sense of appreciation: Celebration of Father's and Mother's Day, Respect Teachers' Ceremony, Good-People-Good-Deeds Programme, Community Youth Club Activity.
3. Advocate physical & mental well-being: Mental Health@School, Fitness corner, "Active Students, Active People" Campaign, temper (emotion control).
4. Strengthen self-management: Smart Homework Scheme, Goal Setting Programme, Classroom Leader Programme, Star of Month, Punctuality Scheme.
5. Instill sense of belonging: House Scheme, Student Council Committee

Future Development

School Development Plan:

1. Enhancing distinctive school-based curriculum and creating space for students to achieve a balanced physical and mental development.
2. Reinforcing STEAM education by connecting learning within and beyond the classroom to nurture students' entrepreneurial spirit.
3. Cultivating values for students by strengthening values education including life education, national education and national security education

Teacher Professional Training & Development:

Professional training programmes that contribute to school development include:

1. National Education Programmes
2. STEAM & AI Programmes

Others

1. The Chinese Muslim Cultural & Fraternal Association Scholarship
2. Mrs. Dharwood Pau Scholarship
3. Karrim Education Foundation
4. Scott Scholarship
5. Sister School Project-Educational and Cultural Exchange Tour



School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Prof. Lau Chan Siu Po Angel	Ms. Ng Ka Wai	Established	Aided Whole Day	Co-ed	Not Applicable
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					79%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Po Leung Kuk	Love, Respect, Diligence, Integrity	1971	Chinese	School Bus	About 10000 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
Po Leung Kuk No.1 W.H. Cheung College					
			Yes		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	\$450	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	Sci. Fun Park, Maneuverable Classroom, Grandmont Green, Fountain of Wisdom, Sports Ground, Basketball Court, Football Pitch, Nature Gallery, Alumni Corner
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Visual Arts Room, General Studies Room, Computer Room, Ceramic Room, Grandmont Chinese Tea Room, STEM Maker Space, Auditorium including Lecture Theatre, Dance Room, Band Room and Music Room, Grandmont Forest (English Reading Room)				Ramp, Accessible lift, Accessible toilet, Tactile guide path and Accessible public information / service counter.

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

Number of teaching posts in the approved establishment			56	Total number of teachers in the school		60
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%	98%	37%	80%	13%	18%	69%

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	5	5	5	5	5	30
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	5	5	5	5	5	30
Mode of teaching at different levels	Implementation of small class teaching starting from the cohort of Primary One students in the 2021/22 school year.						
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	Besides the three annual summative assessments, various methods of formative assessments are used, for example, lesson observations, students-led presentations, small group discussions, project learning, portfolio of learning progress, peer assessments and evaluations from parents, 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	On the basis of academic ability in Primary 4-6.						

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	7:45 AM	3:05 PM	12:55 PM - 1:45 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier.	As a participating school of 4Rs Mental Health Charter and Whole School Health Programme. We are given the recognition by the Department of Health with outstanding performance. We are concerned about students' personal growth and social development. We strive to create a healthy school campus, establish a healthy lifestyle among our students, provide a variety of extracurricular activities, and set up a number of service and discipline teams.		Morning Special Sessions: Class Teacher Session, Assembly, Reading Time, Flag Raising Ceremony; Afternoon Special Lessons: Library Lesson, Moral, Civic & National Education Lesson, Positive Education Lesson, Life-planning Lesson, Service Learning Lesson, Theme talk, Assembly, Activity & Training; Others: Chinese Cultural Day, Experiential Learning Day, Putonghua Day and English Fun Day, STEAM Day, Sports Day, Joyful Reading Day, Project Learning; 30-min Happy Recess on Fridays.		

Life-wide Learning

Over 40 different Activity Groups on Friday afternoons; over 60 ECA organized to meet the interests of the students: different kinds of Ball Games, Track and Field, Swimming, Gymnastics, Martial Arts, Jianzi, Percussion Class, Orchestra, Choir, Ballet, Jazz, English Activity Class, Drama Class, Debate Team, Ceramic Class, Drawing and Painting Class, Reporter, STEAM Team, Boy Scouts, Brownie Groups and Junior Police Call.

School Mission

Po Leung Kuk Grandmont Primary School provides "An All-round, Holistic and Student-oriented Education". We cater for the varying abilities and talents of our student population. We surround them with a caring and loving environment to ensure that they learn happily, so as to build up a positive and sound view of life, nurturing in them a spirit of love for oneself and others, a love for the school and not the least, for the country.

School Characteristics

School Management

School Management Organisation:

A well-organized management framework with clear objectives and responsibilities together with the good communication and collaboration among all stakeholders: teachers, students and parents, maximize the team spirit and effectiveness of the whole school.

Incorporated Management Committee / School Management Committee / Management Committee:

An Incorporated Management Committee was set up to lead and to manage the school.

School Green Policy:

We enhance students' environmental awareness and provide them opportunities to make use of their knowledge acquired. We have participated in a number of environmental education programmes, such as, plastic recycling programme and Po Leung Kuk Low Carbon Living Programme. To promote environmental awareness, we also assign students to be "Earth Buddies".

School's Major Concerns:

1. We cater for students' individual differences and encourage our students to take initiatives in learning.
2. We strengthen Values Education and create a positive school culture.

Learning and Teaching Plan

Learning & Teaching Strategies:

We continue to develop and optimize the school-based curriculum and implement effective learning strategies, focusing on the development of students' competence in both Chinese and English, generic skills and multiple potentials. Students' learning is utmost valued. Life-wide learning strategies such as theme-based classroom learning, experiential learning, reading week, educational camps, project learning, service learning and community visits are employed to enhance learning and teaching effectiveness.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Implementation of Primary Humanities and Primary Science: We continuously develop and optimize the relevant curriculum.
2. Values Education: We continuously develop and refine Moral, Civic and National Education Curriculum with the elements of Life Education, National Education, Positive Education and Life Planning Education, Skill-based Health Education, Media and Information Literacy in order to nurture in our students the twelve priority values attitudes.
3. Making Good Use of Learning Time: We create a conducive learning space and encourage mental and physical development.
4. STEAM Education: We strengthen STEAM Education and students' Reading and Digital Literacy through our school-based STEAM curriculum and cross-subject project learning.
5. Cross-subject Learning and Reading Across the Curriculum: We create a vast amount of reading activities to bring about excellent motivation for reading. This motivation will help increase students' reading quality and reading quantity.

Development of Generic Skills:

We develop a school-based curriculum to enhance students' learning and generic skills, and instil positive values and attitudes in students through various key tasks.

Cultivation of Proper Values, Attitudes and Behaviours:

The school cultivates positive values and attitudes in students by using the nine letters of the school name "GRANDMONT" which represent 9 positive vibes: Giving, Respect, Appreciation, Niceness, Dream, Motivation, Optimism, Newness, Trust. We also implement "Positive Education Development Scheme", "Training of Leaders for Tomorrow" and Service Learning. We hope that students will cultivate positive attitudes in daily lives and learn how to take self-initiative and lead others.

Student Support

Whole School Approach to Catering for Learner Diversity:

We have established a systematic approach to cater to learner diversity through Health Education, Moral Education, Life Education, Parental education to facilitate students' whole growth. The Student Support Team coordinates such relevant tasks. We also deeply value professional advice from school-based educational psychologists, school-based speech therapists and school social workers. Our school also has an excellent established system to diagnose students' problems in their early stages. Besides curriculum adjustments and appropriate learning strategies, we have implemented whole class and small class teaching to support gifted and less able students.

Whole School Approach to Integrated Education:

The Whole School Approach to Integrated Education is adopted to allocate the best and the most appropriate resources to meet the needs of special needs students. With fitting support services, students with SEN can integrate better within their school life here. Our school greatly values cooperation with parents through different channels. Our regular communication with parents helps us to discuss ways in which teachers and parents can cooperate to support children with special needs at school.

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:

An early identification mechanism is used so that curriculum adaptations, appropriate learning strategies, small class teaching, remedial classes, gifted education can be deployed to cater for students' diverse learning needs at the beginning of key stage one.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The school and parents have always maintained good communication and cooperation. We hold regular Parents' Briefing Sessions, Parents' Talks and Parents' Day to wholly support students' growth and need. With an efficient parent volunteer team, the PTA is operating well and has developed a close partnership with the school to fully assist the school development. Parent-child activities and parenting education programmes are held regularly.

School Ethos:

Our students are honest, simple and well-behaved. A loving and caring culture fills the school campus. Different reward schemes and activities are implemented to promote students' positive attitudes and initiatives. The discipline and student development team designs "the growth and development system". Education camps are organized for Grade 4-6 students. The education camp for Grade 4 students focuses on team spirit building and self-management. Grade 5-6 students are provided with opportunities to develop the ability and motivation for self-management, self-challenge training, collaboration, problem-solving skills and self-reflection. The camps also help students establish good interpersonal relationships and develop a spirit of mutual support and love.

Future Development

School Development Plan:

1. We cater for students' individual differences and enhance students' learning motivation and effectiveness.
2. We strengthen Values Education and create a positive school culture.

Teacher Professional Training & Development:

The school attaches much significance to cultivating teachers to become an excellent professional team. Based on individual and school development needs, the teachers plan to pursue further education in order to reflect and improve themselves. Through a well-established culture of sharing and collaboration, the school collaborates with the educational teams from different organizations to develop curriculum. Local and overseas school exchanges are held to promote the professional development of teachers and to enable continuous school development.

Others

1. Mainland sister school exchange programmes: Beijing, Shanghai, Kunming, Yunan, Shenzhen. Other Exchange Programmes: Australia, Taiwan, Singapore, Japan etc.
2. We highly value Creative Art Education. We have "Dream High, Fly High" Art Programme and "Small Footprints, A China Journey" Programme. In addition to that, we incorporate different art elements into our Performing Art Experiential Lessons and theme-based learning lessons to enrich their Visual Art learning journey.
3. With the use of scholarship, we reward students who excel in academic and sports, so we can encourage our students to have multiple talents and potentials.



聖文德天主教小學
St. Bonaventure Catholic Primary School

4 Fung Lai Road, Fung Tak Estate, Diamond Hill, Kowloon

23202727

23201000

sch@sbcps.edu.hk

http://www.sbcps.edu.hk

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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
Ms. Cheung Wai Ching Ada	Mr. Lee Kwok Chiu	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 Minister in Hong Kong of the Order of Friars Minor	Ubi Humilitas, Ibi Sapientia	1966	Chinese (incl.: Putonghua) and English	School Bus; Nanny van	About 7954 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
St Bonaventure College & High School					
			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
-	-	\$80	\$380	Reissue Smart student card \$40

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	1	2	1	The hall, the covered playground, all the classrooms and special rooms are air-conditioned. Electronic whiteboards are set up in the classrooms.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
2 Computer Rooms, Visual Arts Room, Music Room, English Language Rooms, Campus TV, Library, General Studies Room, Dancing Room, Religious Room, Multi-purposes Area, Play Room, Firefly's Café, Lecture Theatre, Chinese Culture Room, The Enchanted Adventure 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				56	Total number of teachers in the school		59
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%	29%	58%	44%	10%	46%	

Class Structure

				P1	P2	P3	P4	P5	P6	Total
2025/2026 school year				No. of classes	5	5	5	5	5	30
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)				No. of classes	5	5	5	5	5	30
Mode of teaching at different levels		1. Small Class Teaching; 2. For Chinese subject, P.1 classes are taught in Cantonese, P.2 to P.4 classes are taught in Putonghua and P.5-P.6 classes are taught in bilingual (both Putonghua and Cantonese); 3. All levels have English Classes in which Mathematics and General Studies are conducted in English.								
Remarks										

Performance Assessment

Number of test(s) per year (P1 only)		3	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	No examination for P.1 students but different kinds of assessments will be carried out. Apart from 3 examinations, P.2 - P.6 students will be given various kinds of formative assessments. Reporting (oral and written work) and presentation will be held in General Studies to evaluate students' performance. Assessment reports will be given to students after the examinations of each term.						
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	There are 1-2 English classes in each level, that use English as a Medium of Instruction, while other classes use Chinese as the Medium of Instruction.						

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	40 mins	8:00 AM	3:20 PM	1:00 PM - 2:10 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. We are a Green School, fostering healthy meals every day. 2. We put an emphasis on life growth, promoting a mutual caring culture. 3. For the benefit of healthy body, we offer different kinds of multiple physical activities for students.		1. The food supplier supplies fresh, low-fat and non-fried food and snacks for students. Healthy food culture has been promoted in school. 2. The last 2 periods (2:10pm-3:20pm) is timetabled as Life education, Multi-intelligence activities, Self-directed Learning and School-based Curriculum.		

We provide students with more than 60 kinds of Extra-Curricular Activities including AI Painting, VEX Robotics, RoboMaster, Flight Simulator, Drama, Recite, Interview Classes, Mathematics Olympiad, Chess, Programming, Lasercut, Gardening, Choir, Band, Musical Instruments Classes, Dancing, Painting Classes, Calligraphy Classes, Ball Teams, Swimming, Shuttlecock, Young Pioneers of Christ, Scouts, Community Youth Club, Environmental Ambassador, Flag-guards, etc.

School Mission

Our school is a Catholic Primary School. The school mission is to spread the teaching of St. Francis - to provide our pupils with quality education so as to develop their humility, sincerity and wisdom. We aim at helping children cultivate a positive attitude towards learning and good living habits in an inspiring and enjoyable environment.

School Characteristics

School Management
School Management Organisation: Under the structure of IMC, the Supervisor, the Principal and the Vice-principals lead 3 major areas of administrative work at school including "Management and Organization", "Student Learning and Teaching", "Student Support and School Ethos". While each category establishes different administrative group to implement school development plans.
Incorporated Management Committee / School Management Committee / Management Committee: The IMC of St. Bonaventure Catholic Primary School
School Green Policy: We have established in the school a comprehensive environmental protection policy with which all teachers and students must comply. The policy tackles environmental protection in the following aspects: waste management, saving energy and carbon reduction, organic farming, noise restriction, transport communication, ecological purchase, etc.
School's Major Concerns: 1. Enhance students' learning motivation and strengthen their ability in self-directed learning. 2. Nurture students with positive mindsets.
Learning and Teaching Plan
Learning & Teaching Strategies: 1. Flexible time-table allows the realization of cross-subject learning and interactive activities. 2. In order to train our students to cope with the challenges in the future, the school uses experiential learning models to design different activities, such as organize outdoor activity days, sports activities, visits, study tours and exchange activities and STEAM-science, technology, engineering and mathematics education. 3. Promote e-learning and encourage students to bring their own tablets. Use different e-learning platforms and teaching apps for different learning activities.
Development of Major Renewed Emphases of the Primary Education Curriculum: 1. There are class management and life education classes at all levels, and the implementation of "Non-Violence Communication Program" allows students to understand emotions from different levels; P1-P3 conduct the "compassion-based life education program", P4 conduct the "BEST" program and P5 conduct the "Global citizen program"; Integrate national and national security education at all levels and subjects. 2. Strengthen STEAM education, adding new courses such as RoboMaster programming, VEX robotics, flight simulation and laser cutting.
Development of Generic Skills: Through diversification of classroom activities and learning experience, we aim to foster in students' generic skills in the form of mind mapping, reporting, presentation and group discussion etc.
Cultivation of Proper Values, Attitudes and Behaviours: 1. The "Compassion-based" life education program trains students to establish correct values with different themes. 2. The "BEST" program focuses on communication and enhances students' teamwork spirit through design thinking and hands-on strategies. 3. The Global Citizen program fosters empathy and responsibility by exploring global issues, guiding students to respect diversity and take action for sustainability. 4. National and national security education are integrated into all subjects, allowing students to understand their national identity and the importance of national security.
Student Support
Whole School Approach to Catering for Learner Diversity: Students' Support (Whole School Approach): We set up a Student Support Team and provide various measures to assist students of special needs. Others like: supplementary learning groups after school, Understanding Adolescent Project on students' resilience in coping with challenges, School-based Speech Service Therapy and "Non-violent Communication" Project.
Whole School Approach to Integrated Education: Adopt the "Whole-School Approach" and provide services to the students with special educational needs in accordance with the guidelines of the Education Bureau. Attach importance to the establishment of an inclusive culture and maintain good communication with parents to take care of students with different learning needs.
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; 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: 1. P.4 - P.6 Chinese Subject School-based Curriculum meets the needs and level of the students. 2. English Enrichment programs will be implemented for whole school, taught by Native English Teachers to improve students' English proficiency. 3. Mathematical Olympiad lessons will be implemented for P.3-P.4 and taught by Mathematical Olympiad teacher. 4. General Studies/Humanities/Science enhances students' learning ability from different areas such as scientific technology and exploration, project learning, reporting skills, and subject knowledge.
Home-School Co-operation and School Ethos
Home-School Co-operation: 1. Parents are involved in school activities and parent-volunteers assist in doing non-teaching work at school. 2. The principal regularly writes articles to discuss parent-child issues with parents. Parents are always welcome to give suggestions to the school. 3. Seminars and workshops have been held regularly for the parents. 4. Teachers and parents always keep in contact through different media.
School Ethos: 1. Emphasize education on Environmental Protection, promote simple life and treasure all resources on Earth. 2. Our school is student-centered and hopes students can learn happily and grow healthily. 3. Student Guidance Teachers and social workers work closely with Discipline Master to develop the teaching programmes for moral and civic education.
Future Development
School Development Plan: 1. To create a flexible self-directed learning environment for students by improving the school facilities. For example, providing Chinese Culture Pavilion , school ecosystem, flight simulator courses, a multi-purpose public space and a lecture theatre. 2. To implement the student-oriented teaching concept by optimizing the school timetable. The proportion of class hours are adjusted to incorporate an exclusive curriculum and self-directed learning periods to allow all-rounded student development. 3. To provide students with more learning opportunities by adapting external resources to develop areas such as arts, science, technology, and personal growth. 4. To cater the learner diversity by developing a variety of courses for gifted and tutorial classes. 5. To further cultivate the students to be biliterate and trilingual by having classes with English as teaching medium. The Chinese lessons of P.2-P.4 are taught in Putonghua. 6. Develop e-learning and AI education, keep pace with the times.
Teacher Professional Training & Development: 1. To comply with the school development by having specialized teacher for each subject. 2. To improve teaching performance by establishing a professional learning and teaching team.
Others
- The school won the championship of the RoboMaster Competition for primary schools in Hong Kong for two consecutive years and represented Hong Kong in international competitions. - The school represented Hong Kong at the VEX IQ Robotics Open in Australia and won the Innovate Award. - The school organizes a number of exchange activities every year to study and exchange in Australia, Canada, Ireland, England, Macau and China. - Mathematical Olympiad teachers train our students to participate in over 20 competitions every year and have won numerous awards. One of our students even represented Hong Kong to South Korea to participate in the WMI World Mathematics Invitational and won the gold medal. One of our students won the world's first diamond award in the International Mathematical Olympiad competition.



聖博德天主教小學 (蒲崗村道)
St. Patrick's Catholic Primary School (Po Kong Village Road)

178 Po Kong Village Road, Wong Tai Sin, Kowloon

22460783

22460780

spcps001@spcpspkv.edu.hk

http://www.spcpspkv.edu.hk

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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 Ngai Tak Man Elton	Dr. Chan Lai Chu	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 Catholic Diocese of Hong Kong	Love God, Love One Another	1965	Chinese (incl.: Putonghua) and English	School Bus	About 10000 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		Action School	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$30	\$310 (For Air conditioning bill, purchasing learning aids and other facilities)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	School village shared facilities, "Chill" Zone (gaming area), Tuck Shop, Outdoor Performance Space, Greenland and Car Park, etc.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Library, Language Room, STEAM Base, Student Guidance Room, Music Room, Visual Art Room, Computer Room, Language Lab, Small Group Study Room, Multi-purpose Room and Chapel.				Accessible lift, Accessible toilet, Tactile guide path and Accessible public information / service counter.

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

Number of teaching posts in the approved establishment				56	Total number of teachers in the school		59
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%	43%	58%	7%	3%	90%	

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	5	5	5	5	5	30
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	5	5	5	5	5	30
Mode of teaching at different levels	Small-class teaching is implemented in all classes which facilitates interaction between teachers and students. Morning remedial classes, 4 small study groups, consolidation classes and after-school elite classes are arranged to cater for different learning needs. There are P.1 and P.2 word-recognition classes to enhance students' ability to read words.						
Remarks	A school-based English reading programme is implemented, which aims at enhancing students' competence in using English. We have already used Putonghua as our medium of instruction in teaching Chinese for twenty three years.						

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	There are three examinations (two examinations in P.1) in each academic year. Formative assessment methods including students' self-assessment, peer assessment or parent evaluation will be adopted when necessary. Other student performance data such as Project Learning, social service and extra-curricular activities are also used as reference.						
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	Students are evenly distributed according to the academic results. Elite and enhancement classes are arranged to cater for learner diversity.						

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	3:25 PM	1:10 PM - 2:05 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Healthy school policy has been set up. Students are required to do eye and physical exercise. We have also participated in SportACT Award Scheme, Eat Smart School Accreditation Scheme and New Frontiers Project to promote healthy living among teachers and students.		Our school provides Morning Assembly, Class Teacher Period, Tutorial Period and Multi-intelligent Activities Period. Tutorial classes, uniform groups, and extra-curricular activities are provided after school or on Saturdays to facilitate the whole-person development of students. School finishes at 2:25p.m. on Wednesday to spare time for teachers to carry out co-planning meetings.		

Life-wide Learning

There are more than 70 types of activities, e.g. Ball games, swimming, athletics, Taekwondo, Little Scientists, Lego Robot Class, AI Class, Public Speaking Team, English musical team, Putonghua drama team, verse speaking, handbell, percussion, violin, flute, Chinese dance, Western folk dances, Jazz dance, rope skipping, lion dance, Go Organic Cultivation, English learning courses, Young Pioneers of Christ, CYC, Scouts & Brownies, Road Safety Patrol, Red Cross and Environmental Ambassadors, etc.

School Mission

We aim at embracing the five core values upheld by the Diocese of Hong Kong - truth, justice, love, life and family. We educate our students by promoting the love of Christ and the spirit of service. Christ is the foundation of our educational enterprise, which means delivering a Christian holistic curriculum centered on spiritual, moral, intellectual, physical, social and aesthetic formation. At St. Patrick's Catholic Primary School, we emphasize the development of a quality livelihood along with the development of a quality spiritual life with our Patron Saint Patrick as our model.

School Characteristics

School Management

School Management Organisation:

Under the leadership of the Incorporated Management Committee, the Principal, Administrative Team and Subject Panels take a leading role in providing quality education.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee includes representatives from parish minister, experienced principal, professionals, independent member, teachers, parents and alumni.

School Green Policy:

We promote a low-carbon lifestyle by using eco-friendly eating utensils during lunchtime and participating in CLP's Green Excellent Campus Certification Programme. We also participate in different campaigns to encourage our students to actively participate in environmental protection. Environmental Protection Ambassadors on our Green Lands use different plant types to beautify the school environment.

School's Major Concerns:

Nurture students' the correct values and attitudes.

Develop students' different potentials and build their confidence.

Learning and Teaching Plan

Learning & Teaching Strategies:

Learning activities are diverse, including joint lessons, educational visits and seminars. Life-wide learning activities are arranged, such as Flag Ceremony, enrich-language environment activities and visiting to schools in Mainland. Apart from that, our school also focuses on developing four school-based curriculum:

1. School-based English reading programme;
2. Using Putonghua to teach Chinese Language;
3. Art curriculum integrates with Music, Visual Art, drama education as well as performance and media art;
4. Life Education to help students search for their own purpose in life and foster positive life attitudes.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. For more than 20 years, we have been committed to building a school-based curriculum on Life Education, aiming at fostering students' positive values and attitudes.
2. STEAM learning is constructed at all levels and with the good use of STEAM bases and extracurricular activities, we aim at improving students' innovation, communication, and problem-solving abilities.
3. With the flexibility in timetable setting, life-wide learning is implemented in the school curriculum to help students achieve whole-person development.

Development of Generic Skills:

Students' generic skills are spirally developed through school-based curriculum planning, tailor-made classroom activities and project learning.

Cultivation of Proper Values, Attitudes and Behaviours:

The school promotes the five core values of Catholic education and the spirits of St. Patrick: perseverance, to brace up in adversity, to be dedicated, to return good for evil and to be persistent in truth. Through different learning experience, we hope our students can live out the school motto: Love God, Love Others.

Student Support

Whole School Approach to Catering for Learner Diversity:

Students are provided with appropriate support by arranging elite classes, remedial classes and tutorial classes after school. Different learning experiences are organised for pre-primary and Primary Six students to help them adapting the new learning environment.

Whole School Approach to Integrated Education:

1. Adapting the curriculum and arranging different modes of assignments to cater for SEN students;
2. Individual Education Plans (IEPs) and appropriate trainings are provided;
3. The School-based Educational Psychology Service, Enhanced School-based Speech Therapy Service and Occupational Therapy Service are provided;
4. Hiring external service to support students with special educational needs;
5. Peer Support Scheme is set up to help students with different needs.

Curriculum Tailoring and Adaptation:

Curriculum Tailoring and Adaptation: Our school has different programmes to cater for students' individual learning needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Parent and Teacher Association (PTA) is the most valuable partner of our school. We have established a strong relationship with our PTA. Educational seminars and a monthly newsletter are provided to enhance the communication between the school and parents. We also organize different interest classes and award schemes for parents to raise their sense of belonging to school.

School Ethos:

The prevailing moral of our school is to love God and love One Another. We provide spiritual and moral guidance based on the spiritual foundation offered by Saint Patrick. The discipline teacher and the student guidance teacher work collaboratively in supporting students' academic, emotion and behavioral performance. We have won the Caring School Award for nineteen consecutive years.

Future Development

School Development Plan:

1. Develop a growth mindset among students to help them become a new generation of leaders and contributors at our school.
2. Enable our students to become biliterate, trilingual and numerically literate by providing different learning experiences, language-rich environments and reading strategies;
3. Help students build their self-esteem and sense of achievement by providing multiple activities and service learning.

Teacher Professional Training & Development:

In accordance with the school development and individual professional training needs, school-based and external teacher professional trainings, sharing with teachers and principals from Mainland and overseas are implemented.

Others

1. Engage all our Primary 1 and Primary 2 students in the Grasshopper Scouts programme, with the aim of helping them develop skills in teamwork and collaboration
2. Adaptation programme is provided for primary one students. Our school organizes a Student Leadership Programme in which a big brother or big sister is assigned to a primary one student during the first month of the school year. There are no examinations in Term One. Orientation programmes and assessment guide is provided for parents.
3. Scholarship fund is established by PTA and Alumni Association to encourage students to achieve outstanding performance in academic areas.
4. We actively participate in the Sister School Scheme and organizes overseas study tours.



中華基督教會基慈小學
The Church of Christ in China Kei Tsz Primary School

152 Tsz Wan Shan Road, Kowloon

23225122

23286489

info@keitsz.edu.hk

http://www.keitsz.edu.hk

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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. Au Yeung Ka Keung	Ms. Chiu Kit Wa	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					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Hong Kong Council of the Church of Christ in China	With our Lord's strength and unremitting efforts to improve ourself, we are serving people to glorify Him.	1968	Chinese	Nanny van	About 10000 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
-	-	\$30	Fees for Specific Purposes \$310 (to be paid in two installments)	Student card \$20

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	4	1	1	Stargazing Platform, Rock-climbing Wall, Noah's Ark Mosaic Mural, Bible Stories Gallery, Fruit of the Holy Spirit Mural, Jesus Trail Mural.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
English Room, Pottery Room, Dancing Room, Music Room, INNO LAP, Library, Computer Room, Chinese Culture Room, SMART Classroom, Game Therapy 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				37		Total number of teachers in the school		43	
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%	34%		100%	13%		28%		59%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	2	2	2	4	4	4	18
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	1	2	2	2	4	4	15
Mode of teaching at different levels	1. English classes (P.1-P.3) are taught by a NET and subject teachers (4 lessons per cycle). 2. English speaking classes (P.4-P.6) are taught by a NET. 3. Chinese is taught in Putonghua. 4. Afternoon lessons include tutorial lessons and specialized training in Sports, Music and Arts.							
Remarks	1. Innovation Technology in Kei Tsz; 2. QAMAS; 3. Teachers were mentors to students from HKU, CUHK and EdUHK; 4. JC@CoolScience by HK Jockey Club and EdUHK; 5. "STEM In PE" QE Fund; 6. New Era Dream Building Project - Shaping the Future: Youth Innovation and Development Programme (Artificial Intelligence).							

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	1. No exam or dictation will be given to P.1 students. Instead, a mock assessment training will be given. 2. A variety of assessment approaches: field trips, experiments, art and techniques, fitness testing, information literacy, project learning. 3. Character assessment: health, care, etiquette, discipline, diligence, services.				
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	1. Assign students into classes by their all-rounded performance. There are no elite classes. 2. Different languages learning groups are provided for P.4-6 students. 3. Different consolidation lessons of Chinese, English and Mathematics subjects are provided for students after lunch.				

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	8:00 AM	3:15 PM	12:20 PM - 1:20 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and pupils bring their lunch boxes or deliver by their parents before lunch time.	1. Life Education (Growth Class, Worship and Praise, Fellowship, Gospel activity). 2. Fruitful Recess: LEGO world, English and Putonghua i-cafe, Chess Corner, Science Corner, active recess, Mini Stage.		1. Two class teachers system for P.1, P.2 and P.6. 2. After tutorial classes school teachers. 3. School library is opened after school and after-school care program till 7:15 p.m.		

Life-wide Learning

1. Mainland and overseas cultural exchange programmes.
2. Over 30 ECAs, we have outstanding performance in Information Technology, Dancing, Touch Rugby, Dodgebee, Rope Skipping, Mathematical Olympiad, Ocarina.
3. UG: Boys Brigade, Girl Guides, Flag Raising Team.
4. Students at all levels will participate in simple sports experience classes to build confidence and endurance.

School Mission

Developing meaningful lives in the love of the Lord is our mission. In the strength of our Lord, we provide quality education which will help pupils positively develop their potential to the fullest. We preach the Gospel. We also develop a sense of citizenship, which benefits our society and nation.

School Characteristics

School Management

School Management Organisation:

Headed by specialists in education. Our management committee consists of primary and secondary school principals, education specialists and professionals.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee of The Church of Christ in China Kei Tsz Primary School was established in 2007.

School Green Policy:

Healthy School and Green Campus.

School's Major Concerns:

1. Enhance interdisciplinary curriculum to promote innovative education
2. Foster correct values and pass on Chinese culture

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Putonghua is the medium of instruction in teaching Chinese Language.
2. Morning lessons (Chinese, English, Mathematics, General Studies and Humanities/Science lessons mainly).
3. Afternoon lessons & Extra-curriculum activities (Music: celesta, ocarina, guitar, recorder, hand-chime, choir; PE: dodgebee, tag rugby, martial arts, Latin dance, football, table tennis, badminton, rope skipping, baseball, track and field, skateboard, dragon dance ; Visual Arts: sculpting, painting, sketching, Chinese Painting, electric painting ; Others: Mathematical Olympiad, English Ambassador, Frag-Guards, Brownies Guide, The Boys' Brigade, Puppet class, LEGO activities, fellowship, STEAM activities, magic class, reading activities, master of ceremonies training).

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Through interdisciplinary curriculum integration and theme-based learning strategies, provides students with life-wide learning and experiential learning. For example, students have experiential learning of taking care of animals (theme-based learning) in Ocean Park.
2. Making good use of learning time to expose students to unique physical and arts projects, e.g. pottery, celesta and touch rugby, to promote balanced physical and mental development.
3. Subject ability group learning is planned to construct students' knowledge in a targeted manner; multi-talented training enables gifted students to be well-trained.
4. Integrate STEAM learning themes with programming courses to develop students' computational thinking skills.
5. The school-based self-directed learning plan allows students to set their own goals and promote self-directed learning.
6. Effectively utilizing assessment data to enhance student learning; awarded QAMAS by the HKEAA for eight consecutive years.

Development of Generic Skills:

1. Cooperative learning: group activities, training students in communication and collaboration.
2. Life-wide learning: curriculum with outdoor activities, learning through life experiences.
3. Inquiry-based learning: Classroom inquiry-based learning, develop self-learning spirit, problem-solving skills, creativity.

Cultivation of Proper Values, Attitudes and Behaviours:

1. Strengthen and consolidate values education, including life education, national education and national security education.
2. We give weight to positive education. By organizing a variety of activities, students can develop positive emotions, devote full efforts in their learning and growth, develop positive relationships, recognize the meaning of lives and gain a sense of accomplishment from their works.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. Whole School Approach has been adapted.
2. Resident expert support (Chaplain, school-based educational psychologist, school-based speech therapist, play therapist, school social worker, occupational therapist).
3. Being Positive scheme (academic, character, service).

Whole School Approach to Integrated Education:

Deployment of resources (e.g. Learning Support Grant) in supporting students with SEN (e.g. teaching adaptation and assessment accommodation, remedial learning groups, training on social skills, enhanced school-based speech therapy services, individual education plan), meeting with parents to evaluate students' progress.

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; 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 all levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc.

Curriculum Tailoring and Adaptation:

1. Pre-P.1 classes: simulation classes, recess.
2. Unit-themed Learning: Comprehensive Learning, Hands-on Experiments, Outdoor Learning, Project Research and Collection
3. Afternoon classes include arts, music and sports lessons; homework tutorials, Chinese, English and Mathematics consolidation lessons.

Home-School Co-operation and School Ethos

Home-School Co-operation:

1. Monday morning tea gathering (includes the school principal, all levels of group communication, prayer and special lectures); bible study group for parents every week.
2. Classroom observation activities (held regularly at all levels).
3. Sunshine phone call and home visit (P.1, P.3, P.6).
4. Parental storytelling, parental participation in school planning (school uniforms, lunch, school picnic, Respect our Teachers Campaign) and parent volunteers.
5. After-school Care.

School Ethos:

1. Help children cultivate their love for the Lord.
2. Attention to students' unique personalities.
3. Harmonious relationship between teachers and students.

Future Development

School Development Plan:

1. Nurture our students with positive values.
2. Cultivate students' capabilities in information literacy and self-directed learning.
3. Deepen the application of cooperative learning teaching strategies to enhance student collaboration and communication skills.

Teacher Professional Training & Development:

1. Emphasis on professional training and team building, the pursuit of excellence in teaching.
2. Teachers participate in the Teacher Secondment Scheme of EDB to share successful experiences and to assist other schools' development programs.
3. Teachers went to Mainland, Singapore, Taiwan and New Zealand on behalf of the school for teaching exchange.
4. Some teachers finished and passed the Neuro-linguistic programming course.
5. Accredited school of Quality Assessment Management Accreditation Scheme (QAMAS), which enhancing the standards of assessment management in our school.

Others

Member of the following Secondary School Associations: CCC Heep Woh College, Rotary School, Kei Heep Secondary School.
Please refer to our school website.



慈雲山天主教小學 Tsz Wan Shan Catholic Primary School

172 Po Kong Village Road, Wong Tai Sin, Kowloon

23273332

23276662

mail@twscps.edu.hk

https://twscps.edu.hk/

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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 Ngai Tak Man Elton	Ms. Siu Yan	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					50%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Catholic Diocese of Hong Kong	Strive for Persistency & Self-improvement in Christ!	2002	Chinese (incl.: Putonghua) and English	School Bus	About 10000 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		Action School	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$60	\$400	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	3	1	1	4 Remedial Rooms, 1 SGT office.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Students Activity Room, Prayer Room, Art and Craft Room, General Studies Room, Maker Space, Stem Room, Music Room, PTA Resource Room, Mental Wellness Room, Reading Wonderland, etc.				Accessible lift, Accessible toilet, Braille and tactile floor plan, Tactile guide path and Visual fire alarm system.

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

Number of teaching posts in the approved establishment			55	Total number of teachers in the school		58
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
91%	100%	33%	74%	34%	19%	47%

Class Structure

				P1	P2	P3	P4	P5	P6	Total
2025/2026 school year				No. of classes	5	4	5	5	5	29
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)				No. of classes	2	5	4	5	5	26
Mode of teaching at different levels		1. Implement dual-class teacher system in primary one. Small classes teaching programme. 2. P.2-3 are divided into classes based on a combination of abilities and average academic performance, with some small support groups to provide additional learning support. P.4-6 are divided into classes based on a combination of Chinese, English, etc. 3. After school remedial classes in P.1-P.6 for students.								
Remarks		For the Chinese subject, all classes are taught in Cantonese and Putonghua. In addition, Putonghua is a compulsory subject for all students.								

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)	1	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					Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	1. Formative assessments will be conducted in P.1. In addition to written assessments, some subjects in P.2-P.6 will include skills assessments and formative assessments. 2. Skills tests and formative assessment accommodations are given to students with special needs, including reading aloud of papers, enlarged question papers, and adding extra time.				
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.3 are divided equally into classes based on a mix of abilities, academic performance, and gender. In P.4-P.6, top students are selected into two elite classes based on their total marks of Chinese, English and Mathematics as well as attaining a conduct grade B or above.				

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	7:55 AM	3:15 PM	12:30 PM - 1:20 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. Promote healthy campus policies, and hold regular hygiene and health seminars for students. 2. Promote physical fitness, "School Sports Programme" and other plans to provide more opportunities for students to do sports.		There are tutorials every day after lunch. After the tutorial classes, different activities are arranged according to the schedule, such as monthly assemblies, moral and civic education activities, life education and health education activities, extracurricular activities, etc., to develop students' multiple intelligences.		

Life-wide Learning

Through different extracurricular activities and other learning experiences, students can develop their potential, cultivate interests and enhance self-confidence. Activities include: Mathematics Olympiad, English speaking training, Scrabble, etc.; table tennis, K-POP dance, etc.; visual arts, handbells, rhythm music, English drama, etc.; service teams Young Pioneers of Christ, Cub Scouts, Flag Raising Team, English and Putonghua Ambassadors, Constitution and Basic Law Ambassadors, etc.

School Mission

Our school takes Christ as the foundation of education and imitates the spirit of St. Vincent de Paul, : the spirit of education without discrimination. We aim to create a pleasant learning environment for students so that they can take the initiative to learn and cultivate good character in a joyful and harmonious atmosphere, build a spirit of self-discipline, develop the ability to distinguish right from wrong, correct values and a strong sense of citizenship. We hope our students are willing to take responsibility and serve the community.

School Characteristics

School Management

School Management Organisation:

Under the supervision of IMC, the principal, vice principals and PSMs lead different function groups to deliver quality education according to the four domains 'Management and Organisation', 'Learning and Teaching', 'Student Support' and 'Student Performance', plan school development and manage daily operations. Each subject has 2-3 panel chairpersons who guide the development of their respective subjects.

Incorporated Management Committee / School Management Committee / Management Committee:

The IMC members include a priest, experienced principals, professionals of other expertise, independent person, teachers, parents and alumni.

School Green Policy:

Since 2025, the school has been joining an energy saving & environmental protection programme co-organised by Catholic Diocese of Hong Kong and The Jockey Club.

School's Major Concerns:

1. Strengthen students' physically, psychologically and mentally development healthily, as they can become a growth mindset and good nature of TWSCPS students.
2. Foster comprehensive learning abilities through thematic learning.
3. Strengthen the connection among teaching, learning and assessment to promote learning effectiveness.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Emphasise a language-rich environment, actively promoting contextualized teaching through a variety of comprehensive learning activities such as English Themed Learning Weeks, Mandarin Themed Learning Weeks, English drama, puppet shows, and Putonghua scavenger hunts, enhancing students' ability to be proactive in biliterate and trilingual communication.
2. Implement thematic learning by promoting Chinese Culture Day, Thematic Reading Day and STEAM DAY, as well as organising overseas exchange activities and encourage participation in diverse extracurricular activities to broaden students' horizons.
3. Promote STEAM education by holding cross-curricular STEAM learning activities to cultivate students' generic skills and applied skills, such as creative problem-solving.
4. Actively promote gifted education, tiered support teaching, e-learning programmes, and a diversified homework policy to cater for learner diversity. Encourage students to develop multiple intelligences.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Values Education: The curriculum combines the five core values of Catholic education, 12 priority values and attitudes, Chinese culture, and positive education elements to strengthen national and national security education. It is systematically implemented through morning assemblies, monthly assemblies, various subject courses, personal growth lessons, and moral and national education lessons to promote the healthy development of students' mind, body, and spirit and cultivate students into good citizens who love the country and Hong Kong.
2. Learning Through Reading: Implementing reading award programmes, thematic books promotion plans, Reading Days, and online reading programmes. Promote the "Shared Reading" and "One Teacher, One Good Book" programmes.
3. Making Good Use of Class Time to Create Space: Effectively utilising afternoon time for multiple intelligence learning activities such as STEAM activities, sports activities, art activities, inter-class competitions, and seminars.

Development of Generic Skills:

Provide various learning experiences and project learning, we develop students' communication, collaboration, critical thinking skills and creativity. Our curriculum aims to promote students' whole-person development and cultivate their lifelong learning and independent learning abilities.

Cultivation of Proper Values, Attitudes and Behaviours:

The school-based curriculum combines the five core values of Catholic education, national education, positive education, moral education, personal growth and health education, as well as experiential learning activities, to cultivate students' development of positive values and attitudes.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. Continuously optimise classroom teaching. Teachers use different strategies, such as multi-sensory teaching, group learning, information technology-assisted teaching, etc., to design classroom activities according to students' different learning styles and abilities.
2. Arrange students to participate in study tours and service activities outside Hong Kong to broaden students' horizons and enhance their self-confidence.
3. Use diversified teaching and assessment methods to establish a compatible learning environment.

Whole School Approach to Integrated Education:

1. Our school is committed to create a caring and inclusive campus. Hold regular teacher workshops and strengthen Tier 1 support to provide students with appropriate support through a whole-school participation model.
2. Diversified group activities and services help students engage in campus activities and enrich their learning experience.
3. Improve students' learning motivation and confidence, formulate homework and assessment adjustment policies, and set up supporting small classes, etc.
4. Provides parents with strategies to support their children's learning and growth. Educational support for non-Chinese speaking students: Providing learning support when necessary.

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; 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. Promote small class teaching, school-based curriculum is added to some subjects.
2. Adopt the three-tiered framework implementation mode to develop school-based gifted education. This involves integrating gifted education elements into various Key Learning Areas (KLAs) to enhance students' higher-order thinking skills, creativity, as well as personal-social competence through enrichment, extension, and innovative content.
3. Provide diverse groups and school teams for students with different needs to discover their strengths and enhance their learning abilities, such as after-school remedial classes for Chinese, English and Mathematics, English learning groups, gifted training classes and Olympiad Mathematics training classes.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Monthly and school newsletters are published to communicate with parents regularly. Recruit parent volunteers and regularly organise special lectures for parents, parent-child trips and other activities to enhance parents' sense of belonging to the school.

School Ethos:

1. Jesus Christ is the foundation of our school. We follow the principles of the Gospel to provide whole person education and nurture students to become positive and caring individuals.
2. Through school-based counselling activities like personal growth lessons / groups, Self-perfection programme, Sunshine Call programme, TWSCPS Student Award Programme, Most Improved Student Award Programme, peer-tutoring programme, healthy eating in school programme, orientation programme for P.1 Students, seminars on secondary schooling, prefect training scheme, etc.

Future Development

School Development Plan:

1. Based on the five core values of Catholic education, help students establish positive values and encourage them to practise the values in their daily lives. We aim to nurture future generations with the qualities of a good Tsz Wan Shan Catholic Primary School student.
2. To encourage students to care about world affairs, broaden their learning experience, and cultivate them to become good world citizens, love the country and Hong Kong as well as have an international perspective.
3. Optimising curriculum planning, enhancing the connection between teaching and assessment, and introducing electronic platforms.

Teacher Professional Training & Development:

Arrange for teachers to participate in curriculum support programmes. Enhance teaching and learning effectiveness through collaborative lesson planning, peer observation and regular cross-border exchange activities. Organise not less than 3-days of teacher development days each year, conduct school-based workshops and organise workshops.

Others

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慈雲山聖文德天主教小學
Tsz Wan Shan St Bonaventure Catholic Primary School

Tsz Ching Estate, Wong Tai Sin, Kowloon

23206226

23255707

admin@tsbcps.edu.hk

http://www.tsbcps.edu.hk/

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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
Ms. Lee Yee Ling Ellen	Mr. Lam Wai Choi	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 Minister in Hong Kong of the Order of Friars Minor	Where there is humility, there is wisdom.	1966	Chinese (incl.: Putonghua) and English	School Bus	About 7908 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
St Bonaventure College					
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
-	-	\$100 (One-off payment)	\$470	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	3	1	1	Mobile Computer Room, Religious Room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Physical Fitness Centre, Chinese Room, Relaxing Zone, Music Rooms, Visual Arts Room, General Studies Room, Computer Room, STEM Room, English Room, Student Activity Centre, Remedial Teaching Rooms, Conference room.				Ramp and Accessible lift.

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		46
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%	37%	85%	8%	11%	81%

Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total
2025/2026 school year			No. of classes	1	2	3	2	4	5	17
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)			No. of classes	2	1	2	3	2	4	14
Mode of teaching at different levels		Small Class Teaching is adopted from P.1 to P.6. Interactive classrooms are created through cooperative learning and e-learning activities. P.1 English teachers co-teach with NET every day to polish students' listening and speaking skills. Homework tutorials are held after school for P.1-P.6.								
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	No exams for P.1 throughout the year. Formative assessments are conducted instead. We pursue different modes of assessments, such as self-assessment, peer-assessment and parent-assessment.						
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	There is one elite class and one e-learning class in P.5–P.6. One class in P.5 is taught by NET in English lesson.						

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	7	40 mins	8:10 AM	3:40 PM	1:00 PM - 1:50 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	The school orders healthy lunches and hosting 'Daily Fruit Day'. We participate in the EDB's '4Rs Mental Health Charter'. Events like Health Education Day, Outdoor Learning Day, camps, sports days, team training, and interest classes are included. A sports reward program features daily morning exercises and home activities. Students are encouraged to enjoy recreational activities during breaks.		In terms of mental health, the school offers integrated counseling supported by an effective network of social workers, psychologist and speech therapist. We organize adventure activities, and student birthday celebrations, GET SET GOAL award scheme, Helping the Poor Day. Students in P.2-P.6 join one of the six service teams, where they develop leadership skills and teamwork through participation in activities and services.		

Life-wide Learning

We provide ample opportunities for students to enrich their learning experience, and help them develop an enquiring mind and civic awareness by organizing such activities as STEM Education Day, Reading Day, Chinese Day, English Day, Maths Day, Art Exhibition, Cross-curricular Project Learning, Talent Show, Service-learning, etc. Our Service Teams: Flag raising team, Community Youth Club, Young Pioneers of Christ, Road Safety Association, Red Cross, Cub Scouts, Brownies.

School Mission

Our school is a catholic school run by the Minister in Hong Kong of the Order of Friars Minor. We aim to promote the teachings of the Franciscan Fathers which provides our pupils with quality education and develops them to become humble and wise persons in the future.

School Characteristics

School Management

School Management Organisation:

Our school has a highly effective management structure led by the Incorporated Management Committee. Under the leadership of the principle, teachers in executive committee cooperatively work on the development of the school.

Incorporated Management Committee / School Management Committee / Management Committee:

Our school has established the Incorporated Management Committee since 2013.

School Green Policy:

We implement a waste paper collection policy. We have waste separation bins. We cover the roof with Protuvalu roof coating and replace the air conditioners with highly efficient ones to save energy so as to improve students' environmental awareness. Our school has installed solar panels and connected them to the CLP power grid to support local renewable energy and practice sustainable development goals.

School's Major Concerns:

1. Enhance students' learning interest and sense of achievement.
2. Promote healthy lifestyle in school and promote physical, mental and spiritual development.

Learning and Teaching Plan

Learning & Teaching Strategies:

To enhance students' proficiency in English, our 2 NETs and our local English teachers use English as the medium of instruction in all English lessons. We also work closely on enriching both the English and the Putonghua language environment at school. In classrooms, teachers ask high-order thinking questions and use cooperative learning techniques to enhance students' learning efficacy. E-learning is also widely used to increase students' participation, to cater for learner diversity, and to make the learning process more engaging. Based on our school-based reading across the curriculum, students can acquire new skills and knowledge from extensive reading. Through different forms of assessment, students can reflect on their learning progress. We also promote life-wide learning by organizing study tours. Various activities are organised to promote physical fitness.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Our school effectively utilizes learning hours to create space for diverse learning activities from Tuesday to Friday afternoons. These include emerging sports such as Strong Nation, rock climbing, Fitness Exercise, and fun martial arts. We also offer multiple intelligence classes, allowing students to systematically engage in experiential activities across subjects, encouraging participation and hands-on learning to develop their potential and challenge themselves. Additionally, we promote reading across curriculum, enabling students to learn and construct knowledge. This year, we focus on promoting national education to strengthen students' national identity and values. Our school emphasizes STEM education, incorporating coding courses for P1-6, and introducing new courses like RoboMaster programming, RiceRobot AI programming, AI Art Creation, Computational Thinking and Game Design for KS2 students.

Development of Generic Skills:

We places great emphasis on generic skills. Through diverse learning activities, we aim to enhance students' lifelong skills so that they can acquire, construct, and apply knowledge. The school places emphasis on scientific inquiry, aiming for students to discover knowledge through scientific exploration.

Cultivation of Proper Values, Attitudes and Behaviours:

Our school's goal is to cultivate a new generation of students who can face the challenges of the 21st century. Through learning activities both inside and outside of the classroom, we actively broaden students' horizons and nurture a deep understanding of Chinese culture and patriotism. We also place great emphasis on cultivating positive emotions, positive interpersonal relationships, healthy lifestyle, good character, and encouraging students to showcase their strengths. Our focus is on developing the whole person, with the goal of discovering, nurturing, and unleashing each individual's strengths and potential.

Student Support

Whole School Approach to Catering for Learner Diversity:

Set up both elite classes and remedial classes so that the ability of more capable students can be further stretched and less able students can be fully supported. Set up 'Talent Pool' and provide training programmes to high achievers. Provide assignment and assessment arrangements for SEN students. Provide various after-school remedial classes. Arrange teaching assistants to co-teach in classes. Design worksheets based on students' learning abilities.

Whole School Approach to Integrated Education:

Our school actively promotes an inclusive education model with whole school participation. The Student Support Team coordinates support measures to care for students with special educational needs. School-based educational psychologist provide professional consultations to parents and teachers; school-based speech therapist provides appropriate therapeutic services to students in need. We design individualized education plans for students, with support teachers collaborating to enhance learning outcomes. Teachers encourage students to participate in peer tutoring, fostering a supportive and inclusive campus atmosphere. We also arrange withdrawal counseling and after-school tutoring sessions, providing diverse training to help students improve hand-eye coordination, social skills, and concentration.

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; and organising activities to create an inclusive learning environment in the school. Our school provides NCS students with comprehensive learning support to facilitate their learning of Chinese and adaptation to school life. Our school provides after-school Chinese learning support and elementary Chinese language training. Through social inclusion groups and multicultural activities, students can apply their language skills in real-life situations, enhance their linguistic proficiency and social skills under the guidance of the supporting teacher. Besides, after-school homework tutorial classes help NCS students understand and complete their assignments.

Curriculum Tailoring and Adaptation:

Our school has adopted diversified teaching strategies, effective assessment methods and curriculum adaptations to meet students' diverse learning needs. Bridging courses are provided to support the transition from Kindergarten to P.1 and from P.6 to S.1.

Home-School Co-operation and School Ethos

Home-School Co-operation:

We maintain close communication with parents through electronic notices and latest news on Eclass platform. We organize parent evenings, parent days, and sunshine calls to strengthen communication. The PTA has formed a large team of parent volunteers who actively participate in school activities and support the development of the school.

School Ethos:

Our school's guiding principle is student-centered education and guidance, integrating the five core values of Catholic education, and committed to developing whole-person education and creating a culture of care and inclusion. Through organizing themed counseling activities and service teams, we aim to cultivate a positive outlook on life among students, and to teach them to care about society, respect life, be humble and wise, and become good citizens who uphold the rule of law. We are devoted to promoting a healthy lifestyle and have won the AIA Healthiest Schools Challenge 2022/23, and will compete against other champion schools from Australia, Vietnam, and Thailand for the overall championship in the primary school category. We have won the Care for Campus award for several consecutive years.

Future Development

School Development Plan:

1. Enhancing students' learning interest and sense of achievement.
 - A. Enhance students' learning interest.
 - B. Enhance students' self-confidence and boost their sense of achievement.
 - C. Make good use of artificial intelligence to improve teaching and learning effectiveness.
2. Creating a healthy campus to promote physical, psychological & spiritual development.
 - A. Establish a healthy lifestyle.
 - B. Promote students' mental health.

Teacher Professional Training & Development:

Organize various types of teacher training activities, and through collaborative lesson preparation and peer observations, enhance teachers' awareness of national security and teaching effectiveness. We also promote exchanges and learning opportunities between teachers and schools abroad to improve teaching skills.

Others

Our school frequently wins awards in various inter-school competitions. This year, we received the Excellent Award in the Senior Division of the Inter-School Dance Festival; the Outstanding Boys' Softball Championship in the North Kowloon competition, and the Second and First Place in the Boys' and Girls' Special Shot Put Championships; the Bronze Award in the Inter-School Choir Competition; the Bronze Award in the Mathematical Olympiad Competition; the Third Place in the Inter-School Essay Competition; the Gold Award in the "World Children's Art Competition" in Korea; the First and Third Place in the "STEM Award Scheme Sony Ecological Photography Competition"; the Regional Championship of the Cub Scout Chairman's Shield; the Gold Award in the CYC Charity Flower Sale Fundraising; and the Outstanding Young Member Award from the Hong Kong Red Cross. The school organizes exchange activities annually, having previously visited Australia, Canada, the United Kingdom, and Mainland.



School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Sister YUEN PAULINE, M.I.C.	Sister YUEN PAULINE, M.I.C.	Not Applicable	Private Whole Day	Girls	Catholicism
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
The Missionary Sisters of the Immaculate Conception (M.I.C.)	Tu Es Spes Mea --You Are My Hope	1954	Chinese & English	School Bus	About 17019 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
-			Yes		Yes
4Rs Mental Health Charter	-	Whole School Health Programme		-	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
\$57,500 (P1-3 \$56,500 P4-6 \$57,500)	-	\$100	-	Replacement of student card, reissuance of school transcript and extra pick-up permit replacement.

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	1	1	1	Chapel, Dance Rooms (4), Campus TV Studio, 50M Indoor Swimming Pool, Classrooms and Special Rooms equipped with an Interactive Board.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Music Rooms (2 big, 8 small), Religious Education Room, General Studies Room, Visual Arts Room, Computer Room, Multi-purpose Small Group Teaching Rooms (10), Campus TV Studio.				Ramp, Accessible lift, Accessible toilet, Tactile guide path and Visual fire alarm system.

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

Number of teaching posts in the approved establishment			-	Total number of teachers in the school		62
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%	97%	31%	23%	48%	29%	23%

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	5	5	5	5	5	30
2026/2027 school year	No. of classes	5	5	5	5	5	30
Mode of teaching at different levels	1. Learning and teaching is based on the subject contents, learning targets, needs of pupils...to design the appropriate approaches for different levels. 2. Group discussions, activities and reports are part of the lesson.						
Remarks	1. The whole-school approach is used for Moral and Civic Education. A theme is selected and taught for the whole school year. 2. To address learner diversity, we have remedial learning programme for P.4 to P.6 students. 3. Gifted students will also be selected for pull out programme.						

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)	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					No
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	We promote child-centred learning whereby we encourage students to be motivated in self-learning. We have different ways to assess students such as group discussions, project learning, etc. We stress the importance of creativity through our Chinese and English learning. In our school year, we have several continuous assessments in different formats and 2 summative assessments.				
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					No
Streaming arrangement	By random means.				

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	6	50 mins	7:30 AM	2:30 PM	12:45 PM - 1:40 PM
Lunch arrangement	Healthy school life		Remarks		
Arranged by parents and lunch boxes are prepared by school kitchen.	1. The School participates in the Fruits Month of the Health Department. 2. Lunch is prepared by school cooks in the school kitchen. We aim at having no MSG in our lunch boxes and with less meat and more vegetables. 3. Little Farmers Programme.		Students have a weekly Life Education Lesson. House system: each student is a member of a house until she is graduated. There are various inter-house competitions and activities.		

Life-wide Learning

MC Team, Drama, Chinese and English Debate, Science Inquiry, Mathematical Olympiad Training, Brownies, Ballet, Chinese Dance, Modern Dance, Basketball, Badminton, Table-tennis, Volley Ball, Swimming Team, Athletics, Choir, Erhu, Guzheng, Bassoon, Double Bass, Clarinet, Flute, Horn, Oboe, Trumpet, Trombone, Euphonium, Saxophone, Cello, Viola, Violin, Percussion, String Orchestra, Symphonic Band, Symphony Orchestra, Go, Lego Robotics, STEM/STEAM, Young Pioneer of Christ, Campus TV. The School also arranges outdoor learning activities, visits and excursions.

School Mission

The School abides by the Catholic tradition of respecting the uniqueness of each student. We take great care to constantly maintain a culture of academic excellence. We also attach great importance to enhancing all aspects of the Good Hope Spirit, the outward demonstration of all students spiritual, moral, intellectual, physical, social, emotional and aesthetic capability so as to nurture them to be women leaders imbued with love, hope joy and thanksgiving.

School Characteristics

School Management

School Management Organisation:

Under the supervision of the School Management Committee, the management of the school is headed by the Supervisor and Principal, Sr Pauline Yuen, MIC, with the assistance of 3 senior teachers.

Incorporated Management Committee / School Management Committee / Management Committee:

School Management Committee.

School Green Policy:

1. Recycle bins are placed on different floors and recycle boxes are put in classrooms.
2. The school takes part in the Earth Hour every year.
3. We have little farmers.

School's Major Concerns:

1. The School attaches importance to the holistic development of pupils and provide opportunities for students to develop their leadership.
2. The Primary Section is closely linked with the Secondary Section. Primary Students have the opportunities to participate in joint-section functions with secondary students.
3. Summer Programme in England is arranged for P.4-P.5 students every year.

Learning and Teaching Plan

Learning & Teaching Strategies:

Outdoor Learning Activities, Chinese Culture Day, English Speaking Day, Visits to Different Organizations (e.g. Museum, Legislative Council, Science Park), English Oral Lessons (small group teaching), etc. Our school has an intranet system and in each classroom there is an electronic teaching platform. Different subject weeks: Chinese, English, Mathematics, Science, Humanities and Religious Educations.

Development of Major Renewed Emphases of the Primary Education Curriculum:

For national education, the School has the raising of the flag and singing of the National Anthem at the weekly assembly staged in the school hall. A committee on National Education has been set up with teachers from different panels. Appreciation of the Chinese values and culture is fostered among the students through different activities during the school year.

Development of Generic Skills:

Students learn generic skills through subject activities Project Learning.

Cultivation of Proper Values, Attitudes and Behaviours:

Every year, we have a school theme related to our core values. The theme will be expounded in our weekly assemblies and introduced in parents meetings. To help our students actualize these values, we will start by citing concrete examples and show how they can practice the values on self, then to the family, school and then to the community and then to the world. Worksheets are also prepared to echo what has been shared in the assemblies. The theme will also be brought up in other subjects or school activities. In this way, moral education is carried out on a whole school approach. The School has often won The Moral and Civic Education Award Fund from Yan Chai Hospital.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. Our school based Educational Psychologist and full-time Social Worker offer timely and appropriate support to students.

In encountering pupils who are gifted or have learning difficulties, teachers and parents will meet to decide what is the best option for the pupils. A special learning plan will then be created for the child.

2. Study groups are formed for needy students and are facilitated by school teachers.

Whole School Approach to Integrated Education:

Our school based Educational Psychologist and full-time Social Worker offer timely and appropriate support to needy students.

Curriculum Tailoring and Adaptation:

Teachers design suitable curriculum according to the children's age, ability, subject contents, time frame and social needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:

1. In summer vacation, PTA organized activities for pupils, such as Outward Bound, School Sports Teams and others.
2. PTA organized different activities for pupils and their parents thought-out the year.
3. Some parents' workshops. Furthermore, parents, teachers and pupils can express their views, their experiences and their thoughts by writing to the newsletter of PTA.
4. Assist graduates in graduation photo-taking.
5. Organize a team of parent volunteers to assist in the School Sports Day and Flu Vaccination.

School Ethos:

The School upholds the vision of Catholic Education and takes Love, Hope, Joy and Thanksgiving as the core values. Students are taught to be respectful, grateful and caring. Students are given ample opportunities to unleash their potentials and foster their leadership. We have teacher cats to help students to cultivate respect of life and love of animals.

Future Development

School Development Plan:

1. The School will enhance the curriculum and create more learning opportunities:
To broaden the horizons of students through overseas exchange and bring out the leadership potential in students.
2. To review the curriculum.
3. To develop and incorporate STEM elements in teaching and learning.

Teacher Professional Training & Development:

1. Encourage and strengthen Middle Managers.
2. Science teachers are encouraged to incorporate STEM education into their syllabus.

Others

1. The School has obtained many awards in open competitions.
2. The School also provides various scholarships and awards to students of good conduct and academic excellence.
3. Selected P.4 and P.5 students will attend a summer programme in England.
4. P.5-P.6 students may have excursions to China, while choir, band members and Sports Teams Members have the opportunity to showcase their talents overseas or exchange tour.



國際基督教優質音樂中學暨小學 International Christian Quality Music Sec. and Pri. School

182 Po Kong Village Road, Diamond Hill, Kowloon

27773828

info@icqm.edu.hk

27773899

http://www.icqm.edu.hk

Not
applicable

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Supervisor Leung Yiu Kuen	Dr. Chan Wing Sang	Not Applicable	Private 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
Hong Kong International Institute of Music	Colossians 3:16	2003	Chinese (incl.: Putonghua) and English	School Bus	About 6600 Sq. M
Through-train Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
International Christian Quality Music Secondary and Primary School					
			Yes		Yes
4Rs Mental Health Charter	-	Whole School Health Programme		-	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
\$67,000 (To be paid in 10 installments)	-	\$50	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
48	3	3	1	A concert hall, 2 chapels, recital halls, an electronic music composition studio, 77 instrumental practice rooms and recreation hall.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
A language learning laboratory, a counseling room, a library, a computer room, an art room, a biology laboratory, a physics laboratory, a chemistry laboratory, and an integrated science laboratory.				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			-	Total number of teachers in the school		106
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
95%	100%	35%	5%	15%	47%	38%

Class Structure

				P1	P2	P3	P4	P5	P6	Total
2025/2026 school year				No. of classes	5	5	5	5	5	30
2026/2027 school year				No. of classes	5	5	5	5	5	30
Mode of teaching at different levels		Our school adopts the "Holistic Counseling Approach". All parties including concerned teachers, parents, social worker, music therapist, and educational psychiatrist work together to provide appropriate psychological, emotional and behavioral counselling to students. We provide small group teaching in Language and Mathematics.								
Remarks										

Performance Assessment

Number of test(s) per year (P1 only)	2	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)	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	The principle of assessment is based on the teaching of Biblical Truth, which compels us to follow God's will to educate and carry out the mission of our school. Our school uses the four areas of Jesus' growth to assess students, which are Wisdom, Stature, Spiritual and Social.				
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	In order to optimize students' potential and support their needs, primary English classes, secondary Chinese English and Maths classes are adopting group-based approaches. Students are streamed into various groups based on their ability and needs.				

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	6	50 mins	8:25 AM	3:45 PM	12:40 PM - 1:55 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. To nurture such wholesome habits as eating balanced diets and developing good sleeping patterns. 2. To motivate Christian purity and holiness by having students read the Bible, worship and pray to God on a daily basis. 3. 75 minutes lunch break for lunch and after-lunch activities.		1. Tutorial class on the last lesson every day. 2. Activity class with the learning elements of sports, visual art, drama, science and culinary skill etc. 3. To provide students with a wide range of learning experiences.		

Life-wide Learning

Regular Activities: Fellowship, Chinese painting, calligraphy, orchestra, drama, needlework and English corner. Whole School/Grade/Class Activities: Illusive performance, cooking, storytelling, master class, music worship, movie appreciation, artwork exhibition, sports day and various competitions.

School Mission

We have established a whole-day quality music secondary and primary school, providing quality Christian and music education. Students will receive excellent education and be nurtured through the teaching of Biblical Truth and cradling of music. We hope to nurture and train up the finest local musicians and other professionals who are not only well cultured academically and artistically, but are also full of creativity, and well-established in cultural awareness, with a high moral standard. Our students can grow up to be courageous and friendly citizens who are responsible and willing to serve the society and the church.

School Characteristics

School Management

School Management Organisation:

Under the Board of Directors. our school is managed by Supervisor, Principal, Heads of Academic and Pastoral Department, Panels of subjects and various functional groups.

Incorporated Management Committee / School Management Committee / Management Committee:

Board of Directors

Mr. Yiu Kuen Leung (Elder) (Chairman of Board of Directors)

Mrs. Stella Mee Fong Cheng

Rev. Tak Ming Cheung

Dr. Simon Wai On Law

Mrs. Seung Man Lau Pang

Mr. Ka Yun Chan

Mr. Yue Chor Ching

Mr. Bishop Wing Keung Chung

School Green Policy:

Recycle bins are placed for separate the waste for recycling

Greening School

School's Major Concerns:

Our school concerns the four areas of Jesus' growth, which are Wisdom, Stature, Spiritual and Social.

Learning and Teaching Plan

Learning & Teaching Strategies:

In order to develop students' multi-intelligence, we design our curriculum in "integrated modules".

Development of Major Renewed Emphases of the Primary Education Curriculum:

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Development of Generic Skills:

*Collaboration *Communication *Creativity *Critical Thinking *Information Technology *Numeracy *Problem-solving *Self-management *Study skills

Cultivation of Proper Values, Attitudes and Behaviours:

Optimism and emotional stability are fostered through the blissful learning of music education; virtues and values are formed through the learning of biblical truths. Our teachers pursue further training in Christian Education to provide our students with an environment of acceptance and love, rooted in our love for them and the love of Christ. Our students can grow to be courageous and friendly citizens who are responsible and willing to serve society and church.

Student Support

Whole School Approach to Catering for Learner Diversity:

We carry out different enhancement schemes to aid students with different learning abilities.

Whole School Approach to Integrated Education:

Whole School Approach Social Services Scheme.

Small class teaching helps cater for students' diverse learning needs.

Curriculum Tailoring and Adaptation:

In order to optimize students' potential and support their needs, our classes are adopting group based approaches, curriculum tailoring and adaptation.

Home-School Co-operation and School Ethos

Home-School Co-operation:

We strength our home-school cooperation through a variety of home-school activities, PTA and the institution of Parents School.

School Ethos:

We nurture our kids with Biblical truth and principles. Class teachers acted like mentors. They shepherd their children in accordance with a discipleship approach. Two class mentors in each class are responsible for nurturing our children.

Future Development

School Development Plan:

Nurturing our children to possess excellent routines and abilities

1. Excellent Spiritual Habits

2. Excellent Self-management Abilities

3. Excellent Learning Methodologies

4. Excellent Social Relationship

Teacher Professional Training & Development:

1. Encourage teachers' life-long learning and undertake Christian Education and Counseling Training.

2. Language Teacher should attain the Benchmark within two years.

Others

Our school offers Academic Excellence Scholarships, Subject Scholarships, Music Performance Scholarships and Life Development Scholarships.



聖母小學

Our Lady's Primary School

116 Shatin Pass Road, Wong Tai Sin, Kowloon

23201001

27528493

admin@olps.edu.hk

http://www.olps.edu.hk

Not applicable

POA School Net No.

P.48

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Sister Wu Miu Yin Carolina	Sister Ng Man Kin Regina	Not Applicable	Private Whole Day	Girls	Catholicism
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
Daughters of M.H.C.	Purity and Charity (Purity and probity for self-discipline; benevolence and caring to others)	1953	Chinese & English	Nanny van	About 5586 Sq. M
Feeder Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
Our Lady's College			Yes		Yes
4Rs Mental Health Charter	-	Whole School Health Programme		-	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
\$48,300 (in 10 instalments)	-	\$70	\$9,000	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	2	1	School campus TV.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Chapel, STREAM Room, Music Room, S.G.O. Room, R.S. Room, Meeting Room, Teaching Resources Room, Social Services Room, Visual Art Room, P.T.A. Function Room, Percussion Room, English Room, Playrooms, General Studies room, Multi-purpose 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			-	Total number of teachers in the school		20
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
90%	92%	50%	30%	25%	25%	50%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total	
2025/2026 school year		No. of classes	2	2	3	3	3	4	17
2026/2027 school year		No. of classes	2	3	2	2	2	2	13
Mode of teaching at different levels	Small size class, Top-notch and bottom up class, Provide a wide variety of activities for remedial teaching like consolidation class, "Big Sisters" and peer group programme.								
Remarks									

Performance Assessment

Number of test(s) per year (P1 only)	1	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	Class observation & extra-curricular activities for learners' attitude, formative & summative assessments (tests & exams) for cognitive development, project learning, book report and creative writing for interpersonal skill and problem-solving ability.				
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	Mixed ability classes from P.1 to 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	8	30 mins	7:50 AM	2:50 PM	12:45 PM - 1:55 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	All students do morning exercise during assembly. To ensure that children have a better appetite, only the first recess students can have their snacks. Students are strongly advised to have water as drinks. Our lunch supplier offers fruit at least once a week.		A catering-management team of teachers dealing with monitoring students' healthy eating and ensuring the quality of food in terms of nutrition and hygiene.		

Life-wide Learning

Red Cross, Girl Guides, Junior Salesian Youth, Creative Dance, Orchestra, English Club, Religious activities, athletic class, badminton class, swimming class, Taekwondo, Magic, choir, English solo-verse speaking, Art Club, Jumping Beans, Campus Reporter, Magic Science, School Campus TV, handicraft art, board game class, Robot Pioneer, I-Jam, Fun & Fun etc.

School Mission

Based on the Christians belief of education and the principles of Daughters of Mary Help of Christians with "loving-kindness, reason, religion" as emphases, together with the pedagogy of precaution as the focus, students are motivated to value their life, respect one another by means of rational communication and religious knowledge. Students are joyful and confident even in adversity.

School Characteristics

School Management

School Management Organisation:

School management committee is designated to run the school with Salesian belief. Principal cooperate with Vice-principal and different teams to carry out education policies.

Incorporated Management Committee / School Management Committee / Management Committee:

OLPS SMC.

School Green Policy:

Environmental protection as one of the topics of moral & civic Education. Students have a better understanding through participating in task-based learning, drama & resources-recycling events.

School's Major Concerns:

1. Through the whole school-in self learning, enhance learning and teaching performance, take care of students' learning difference.
2. Promote Catholic education core value, deepen and culture teachers and students correct value.
3. Cultivation of self management capabilities, inspire students' potential.

Learning and Teaching Plan

Learning & Teaching Strategies:

Seminars on specific issues, outings to different places relevant to topics. NET oral lessons. Life-wide Learning to develop collaborative capability, communicative skill, creativity, critical thinking, problem-solving ability & self-management, cross-subject curriculum, English drama Education, Reading, various activities, tutorial class in the afternoon section so as to let students finish most of their homework at school.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Strengthening values education, making good use of learning time and creating space to promote a balanced physical and mental development; enriching life-wide learning experiences and promoting whole-person development; better catering for learner diversity; reinforcing, STREAM education, and nurturing students' media and information literacy; strengthening cross-curricular learning and reading across the curriculum for developing lifelong learning capabilities; and enhancing assessment literacy for promoting learning and teaching effectiveness.

Development of Generic Skills:

Nurturing students' generic skills through STREAM education. Implement school-based learning and support Programmes to strengthen students' self-management skills.

Cultivation of Proper Values, Attitudes and Behaviours:

Through morning talks, religious and ethic activities and daily class teacher's periods to promote students' positive values and attitudes.

Student Support

Whole School Approach to Catering for Learner Diversity:

Teachers make good use of after school session to offer assistance. Peer group learning.

Whole School Approach to Integrated Education:

Individual learning project. Discuss with parents the progress of the student.

Curriculum Tailoring and Adaptation:

Teachers jointly prepare lessons, add and delete teaching materials and design supplementary materials.

Home-School Co-operation and School Ethos

Home-School Co-operation:

With the enthusiastic support of parents, our PTA has been set up for 30 years. Parents are involved in voluntary work such as setting up learning workshops & assist in school functions. Every year, about 600 participants join our "family-gathering" activity.

Voice of parents: "OLPS is a private school of excellence and ever-progress. Strong sense of love & harmony can be felt when entering the campus. Teachers are qualified & caring whilst students are good both in character & at studies. My daughter loves going to school for she learns happily."

School Ethos:

Salesian style of education with love is the main focus. Simplicity in clothing, harmonious relationship & joyful atmosphere are our characteristics. Students enjoy chatting with teachers. Senior students like playing with younger ones. Parents Day & P.1 Orientation Day, preparatory classes are held yearly for better adaptation to primary schooling and clearer understanding of the school. Campus visit, mock lessons and queuing-up are ways to familiarize P.1 pupils with the new school life. Furthermore "campus angels" are groups of senior students who meet the diverse needs of P.1 pupils. They visit P.1 classes before lessons and after lunch hours to provide guidance and enhance students' sense of belonging to the school.

Future Development

School Development Plan:

1. All teachers are upgrading their professional development through whole-life learning.
2. Regular meetings will be held between Our Lady's Primary School and Our Lady's College as so to help students advance to their secondary school lives. At the same time, Our Lady's Primary School also has close contact and sharing with Our Lady's Kindergarten, so that kindergarten students can adapt to primary school life as soon as possible.
3. Promote STREAM education activities.
4. Strengthen students' biliterate and trilingual abilities.

Teacher Professional Training & Development:

Teachers attend local & overseas courses, seminars on 'Salesian Education' & 'The health of body & soul'. Teachers go on trips to Macau, Taiwan, Singapore and Japan for sharing experiences with FMA Schools.

Others

Cultivating every student's artistic talent or sports capability. Apart from overseas trips, there are Putonghua & English lessons taught by native speakers so as to provide an authentic situation for the use of the language.