

Primary School Profiles 2026

Islands District

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南丫北段公立小學 Northern Lamma School

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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Ng Kwok Kin	Ms. Wong On Ki Angela	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					92%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Lamma Island (North) Rural Committee	Courtesy, Righteousness, Integrity and a sense of honour	1949	Chinese	-	About 2500 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	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
6	2	1	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
1 Computer Room. 1 Music Room. 1 Visual Arts Room. 1 Library.				Ramp and Accessible toilet.

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

Number of teaching posts in the approved establishment				15	Total number of teachers in the school		19
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%	26%	53%	21%	11%	68%	

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	1	1	1	1	1	6
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	1	1	1	1	1	6
Mode of teaching at different levels	1. Subject Tutorial on Chinese Language, English Language or Mathematics. 2. 3:05 p.m. - 4:00 p.m. Remedial Class. 3. Tutorial on Chinese NCS.						
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	1. Each term, the school conducts one formative assessment and one examination. 2. Scores for the formative assessment include pupil's daily assignments, pupil's participation in class and performance, project work and online assessments. 3. Pupil's reflection and self-evaluation are conducted as well.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	N.A.				

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	8	35 mins	8:10 AM	4:00 PM	11:45 AM - 1:00 PM
Lunch arrangement	Healthy school life		Remarks		
Pupils return home for lunch or parents take the lunch box to school.	1. School Physical Fitness Award Scheme. 2. Healthy Snacks Day.		There are a number of English speaking pupils from Primary 1 to 6, which has thus provided an English-enriched environment in the school. The school provides opportunities for pupils to widen their knowledge and experience through variety of activities.		

Life-wide Learning

The school organizes a variety of activities every year, including the Chinese/English poem recitations, singing contest, athletics and visual arts competitions. There are regular extra-curricular activities such as Scouts, Brownies, singing, science club, games, table tennis and football. Some training courses such as Cheerleading, Taekwondo and Fencing are conducted by professional instructors.

School Mission

The school serves to provide all-round education for the students.

School Characteristics

School Management

School Management Organisation:

SMC-SIT-Panel of group / subject -Group / Subject.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee of Northern Lamma School.

School Green Policy:

Protect the environment group.

School's Major Concerns:

Nature is our manuscript. Caring is our pen. Let's sketch for the children a picture of happy childhood.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Life-wide learning is provided to the students on various themes.
2. A 2-hour session for student activities is assigned every Friday afternoon. Cross-subjects learning opportunities are provided to the students for consolidation of knowledge acquired from different disciplines.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- strengthening values education (including life education, national education and national security 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, STEAM education, and nurturing students' media and information literacy
- strengthening cross-curricular learning and reading across the curriculum for developing lifelong learning capabilities
- enhancing assessment literacy for promoting learning and teaching effectiveness.

Development of Generic Skills:

Cultivation of generic skills through different key stages.

Cultivation of Proper Values, Attitudes and Behaviours:

Life education lessons, appropriate teaching content in the various subjects, morning assembly, and the interaction with people and things in daily life, are used to cultivate students' correct values and positive attitudes.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. Study groups.
2. Learning-support groups.
3. Specially designed groups for non-Chinese speaking pupils with lower ability.
4. School-based Chinese curriculum is developed for non-Chinese speaking pupils.

Whole School Approach to Integrated Education:

1. Core members of student support team include a principal, teachers and a school social worker.
2. Different resources such as Learning Support Grant and Enhanced School-based Speech Therapy Service are used to provide appropriate support to students with different needs.
3. Measures include the arrangements of timetable, daily homework and dictation accommodation, individual education plan, various types of group and school-based speech therapy service, etc.
4. Through meetings and discussions, student support needs are formulated and revised when needed.

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.

1. Main subject tutorial classes and a lunch time buddy reading programme are provided to help students consolidate their foundation skills.
2. Homework tutorial classes are provided to help students complete their daily homework.
3. Whenever it is possible, a Chinese student and a non-Chinese speaking student pair up as a study group in the lessons.

Curriculum Tailoring and Adaptation:

Provide ample opportunities to the students, including life-wide learning, cooperative learning and educational trips to motivate students' interest, to sustain their learning attitude and to enhance their learning experiences.

Home-School Co-operation and School Ethos

Home-School Co-operation:

1. Parents are invited to participate in the school functions.
2. Parent education is provided to the parents through Parent-Teacher Association (PTA).

School Ethos:

1. Cultivation of harmonious teacher-student relationship.
2. Enhancement of family-school cooperation.
3. Student support group organizes bridging programmes for the students to facilitate smooth transition from primary six to secondary one.
4. A full-time social worker stations in the school to assist on students' affairs. School-based student counselor.

Future Development

School Development Plan:

1. To strengthen students' ability of self-study and self-evaluation and unlock their potential.
2. To cultivate students' spirit of self-discipline and self-love as well as encouraging them to care for others.

Teacher Professional Training & Development:

1. Teacher Development Day
2. Wednesday Professional Development Session
3. Learning community

Others

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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
Dr. Li Suk Han	Mr. Wong Man Lung	Established	Aided Whole Day	Co-ed	Protestantism / Christianity
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					84%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Church of Christ in China Cheung Chau Church	Respect, Love, Diligence and Prudence	1978	Chinese (incl.: Putonghua) and English	-	About 2000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
-			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$30	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
6	1	-	1	Mini Hall. WiFi provided for e-learning. Well-equipped classrooms with electronic whiteboard.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
7 Rooms (Kam Kong Reading Lounge, Multi Intelligence Library, Computer Room, Science Room, Conference Room, Counselling Room).				Ramp, Accessible lift, Accessible toilet and Tactile guide path plan.

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

Number of teaching posts in the approved establishment			16	Total number of teachers in the school		18
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
94%	100%	62%	75%	38%	5%	57%

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	1	1	1	1	1	6
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	0	1	1	1	1	5
Mode of teaching at different levels	Catering for diverse learning needs of students on the basis of whole school approach. Enhancing self learning and positive learning attitude through adopting wide range of various teaching strategies.						
Remarks	-						

Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	0	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)	0	Number of exam(s) per year (P2 to P6 only)	3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies					Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders					Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	Primary 2 students do not have tests. MI assessments are conducted at all levels, with reports sent to parents each semester. Thematic learning and progressive assessments focus on learning goals to improve student learning effectiveness.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	N.A.				

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:45 AM	Please see Remarks	12:15 PM - 1:05 PM
Lunch arrangement	Healthy school life		Remarks		
Arranged by parents.	School participates in Joyful Fruit Day for several years. Students are encouraged to bring healthy food for refreshment during recess. Both students and parents are keen to participate on Sports Day. During recess, students participate in activities such as playing basketball, dodgebee, skipping rope, playing table tennis, and using hula hoops.		Morning Activity Class 08:00 - 08:45 Class Teacher Period 15:35 - 15:45 (Mon, Tue, Thu, Fri) Class Teacher Period 14:50 - 15:00 (Wed) Homework Tutorial Class 15:45 - 16:00 After-School Care Services 16:00 - 19:00		

Life-wide Learning

1. Extracurricular Activities

Track and field, football, basketball, table tennis, badminton, skipping rope, taekwondo, KPop, dragon and lion dance, Chinese handicraft, English club, a cappella, erhu, KK BAND, singing, saxophone, cub scouts, African drums

2. Anniversary Event

Mainland study tours, travel visits, education camps, sports meets, English days, STEAM Day, Campus run, etc.

School Mission

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

School Characteristics

School Management

School Management Organisation:

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

Incorporated Management Committee / School Management Committee / Management Committee:

The composition of the IMC includes SSB manager, the principal, elected parent manager, elected teacher manager, alumni manager and independent manager.

School Green Policy:

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

School's Major Concerns:

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

Learning and Teaching Plan

Learning & Teaching Strategies:

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

Development of Major Renewed Emphases of the Primary Education Curriculum:

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

Development of Generic Skills:

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

Cultivation of Proper Values, Attitudes and Behaviours:

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

Student Support

Whole School Approach to Catering for Learner Diversity:

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

Whole School Approach to Integrated Education:

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

Education Support for Non-Chinese Speaking (NCS) Students:

Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; and organising activities to create an inclusive learning environment in the school.

Curriculum Tailoring and Adaptation:

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

Home-School Co-operation and School Ethos

Home-School Co-operation:

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

School Ethos:

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

Future Development

School Development Plan:

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

Teacher Professional Training & Development:

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

Others

Connecting Cheung Chau with the World through STEAM Education.

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



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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. Yeung Kam Chuen Anthony	Mr. Wong Leung Hoi	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					93%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Catholic Diocesan of Hong Kong	Faith, Hope, Love	1953	Chinese (incl.: Putonghua) and English	-	About 2000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$40	Approved Fee for Specific Purposes: \$280	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
12	2	1	1	Classrooms w/interactive panels, notebooks, VR and 1-to-1 tablet. Bouldering wall, School Hall w/LED wall, Garden, Solar power generation system, Floral wall at the school entrance.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
STEAM room, Music room, English room, Tutorial room and Counselling room.				

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		27
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%	40%	57%	30%	15%	55%

Class Structure

2025/2026 school year		No. of classes	1	1	2	2	2	2	10
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)		No. of classes	1	1	1	2	2	2	9
Mode of teaching at different levels	School-based small class teaching is adopted to cater for the diverse learning needs of students through the whole-school approach. 1. All language teachers are subject trained. 2. Two class teachers in P.1. 3. Small class teaching, different learning groups and remedial classes.								
Remarks	Use Cantonese as the media of instruction in learning and teaching Chinese. We provide School-based English Phonics Class in key stage 1 and English Drama Class in key stage 2 in order to enhance their English competence. Foreign English teacher teaches P.1 and P.2 English.								

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	P.1 has 1 Summative Assessment, P.2-P.6 have 2 Summative Assessments. There is also Formative Assessment that includes assignments/course work, class observation, practical assessment and unit tests to give students feedback and improve learning.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	Heterogenous grouping.						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	30 mins	8:45 AM	3:00 PM	12:45 PM - 1:40 PM
Lunch arrangement	Healthy school life		Remarks		
Students bring back their own meals, Parents deliver meals, Ordering meals from restaurants.	"Whole School Health Programme" Install clean drinking water machines and encourage healthy snacks. Students participate in fitness activities, back care exercises, and plans for daily physical activity of 60 minutes. Catholic religious education, student participation in the 4R mental health program, and the school-based "Monthly Bible verses, Moral and Civic, and Growth" curriculum.		Major subjects are held in the morning while non-core subjects are arranged in the afternoon. The interest group slot on Tuesday afternoons. Self-directed learning period on Friday afternoons. Establish after-school homework tutoring classes, after-school interest classes, and training for school teams.		

Athletics, basketball, football, badminton, table tennis, Taekwondo, rope skipping, skateboarding, floorball, ballet, K-pop dance, Chinese dance, handbell, choir, drama, Go, English and Putonghua choral speaking, Mathematical Olympiad, Cambridge English, Little English Chefs, STEAM, CoSpaces, science exploration, stargazing, Little Pioneers of Christ, flag raising team, Scouts, Community Youth Club (CYC), Junior Police Call (JPC), lion dance, and field trips.

School Mission

To foster students' whole-person development, our school shares the universal mission of Catholic Schools in the development of holistic education. It includes spiritual, moral, intellectual, physical, social and aesthetic formation, thereby nurturing students with the spirit of love and a strong sense of commitment towards the community. It helps to equip themselves and confront the challenges in the coming future.

School Characteristics

School Management

School Management Organisation:

The Incorporated Management Committee > Supervisor > Principal > Deputy Principal > PSM / APSM > Teacher > EO > Clerk > Janitor Staff.
Under the leadership of the principal, executive teams, teachers and other staff carry out the school policy established by the Incorporated Management Committee.

Incorporated Management Committee / School Management Committee / Management Committee:

Incorporated Management Committee was established on 1st April, 2015.
Composition of the IMC: sponsoring body managers, parent managers, teacher managers, alumni manager, independent manager and the principal (an ex-officio member).

School Green Policy:

We participate in the "Jockey Club Energy Saver in Schools Project" and "Green Schools 2.0" project. Solar power generation systems are installed on the rooftop. We also participate in CLP's Feed-in Tariff (FiT) Scheme, and use the income from the scheme for students' environmental protection education activities. Recycling collection boxes are placed in the playground, classrooms, staff rooms and the general office. Other organised activities: recycling Mid-Autumn Festival mooncake boxes, red pockets and conducting beach clean-ups.

School's Major Concerns:

- 1. Uphold the core values of Catholic education and cultivate in students the values of love for others and love for the country. [Love]
- 2. Optimize the curriculum and learning and teaching strategies to enhance students' independent learning and self-assessment abilities.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. Diverse learning experiences: Twice-weekly Multiple Intelligences (MI) lessons covering physical education, music, art, science, information technology, and more.
- 2. Experiential learning: Activities include two-day, one-night educational camps for lower primary students, overseas study tours for upper primary students, and Life-wide Learning Weeks for all students.
- 3. Continuous participation in school-based support programmes organised by the Education Bureau. For instance, the Chinese and Mathematics departments have recently joined the "Mainland-Hong Kong Teachers Exchange and Collaboration Programme." The English department has engaged in professional development learning communities to enhance teaching and learning. In the coming academic year, both the Chinese and English departments will co-participate in a cross-linguistic collaborative learning community programme.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. Regular religious sharing sessions are held during weekly school assembly periods to foster students' spiritual development.
- 2. Weekly Humanities lessons are provided for each grade, dedicated to National Security and Values Education. These sessions also serve as platforms for school-wide seminars, sharing information on topics such as National Security, Civic Education, and Life Education.
- 3. Diverse learning experiences to promote holistic development, including twice-weekly Multiple Intelligences (MI) lessons, daily extracurricular activity slots, various sports school teams, and service groups (such as the Little Pioneers of Christ and the Volunteer Team).
- 4. Enhanced support for student diversity, with daily after-school homework tutorials and various types of learning support groups.
- 5. The school will introduce new facilities, including a STEAM Room and a Bio-Lab (Biological Gallery), to continuously strengthen STEAM education.

Development of Generic Skills:

- 1. Curriculum, pedagogy, and assignment designs are aimed at fostering students' self-learning, communication and collaboration skills.
- 2. Students' self-management skills are cultivated through various learning activities, such as study tours and educational camps.
- 3. Through Life-wide Learning Weeks and participation in external competitions, students' creativity and problem-solving abilities are enhanced.

Cultivation of Proper Values, Attitudes and Behaviours:

- 1. Integrating the five core values of Catholic education into the school curriculum helps develop students' positive moral attitude.
- 2. The goal of the Sacred Heartian Award Scheme is to enhance students' self-esteem, self-confidence, and self-image. Students can learn how to achieve the virtue of "Love the Lord, Love everyone".
- 3. Enhance campus facilities and decorations by integrating positive values, such as the "Path of Charity" located at the main entrance of the school.

Student Support

Whole School Approach to Catering for Learner Diversity:

We provide remedial classes, pull-out classes, and after-school tutorials to meet the needs of students with different abilities. In addition, we arrange assessment and homework adjustments, and various training supports for weaker students or students with special needs, such as support with social skills, attention, speech, and reading and writing. We also offer diversified extra-curricular activities to cater to learners' diversity.

Whole School Approach to Integrated Education:

We have established a Student Support Core Team to address learners' diverse needs by providing support and training for students with special needs. In addition, our school-based Educational Psychologist and Speech Therapist conduct intelligence, dyslexia, and speech assessments for students with suspected 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; and organising activities to create an inclusive learning environment in the school.

Curriculum Tailoring and Adaptation:

We provide curriculum tailoring and adjust homework and assessments to meet students' individual needs. In addition, we use small-group teaching to support low-achieving students, and an Independent Educational Plan (IEP) is set up for students with individual needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:

We value close partnerships between the school and parents. A number of Home–School Cooperation activities are organised regularly, through collaboration and joint efforts, we work to provide the best possible support for both parents and students.

School Ethos:

With the spirit of "Faith, Hope, Love" as the school motto, students are encouraged to strive for progress, learn and seek truth, experience the qualities of a Sacred Heart person who loves the Lord and others. So they become a Sacred Heart person themselves, who "loves life, cares for others and upholds the truth".

Future Development

School Development Plan:

- 1. Foster our students' moral development based on the core values (Truth, Justice, Love, Life and Family) of Catholic schools and provide students with a learning atmosphere with care and love. It can help students equip themselves and contribute to society in the future.
- 2. Develop school-based signature curricula that integrate Cheung Chau's natural environment and traditional culture into daily teaching. This involves utilising the island's unique resources—such as marine ecology, fishing village culture, traditional customs and intangible cultural heritage—for subject-specific and cross-curricular learning.
- 3. Enhance students' interest in learning and their capacity for self-directed learning, while strengthening their self-confidence to help them realise their full potential and become future leaders.

Teacher Professional Training & Development:

Professional development and training for teachers is arranged in alignment with school development goals, while a culture of collaborative lesson preparation and professional sharing is promoted within the school. Teachers are required to participate in subject-based seminars or workshops annually to enhance teaching effectiveness.

Others

- 1. As the only Catholic primary school on Cheung Chau, the school places a special emphasis on students' spiritual education.
- 2. The school strategically utilises Cheung Chau's unique geographical features to design and implement school-based signature curricula.
- 3. The "Campus Parents" scheme is established to provide holistic care for students and strengthen their sense of belonging to the school.
- 4. The "Class of 72 AM Session Alumni Association Scholarship" is offered to encourage students to pursue their studies with diligence and enthusiasm.



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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. Lau Hon Wing	Ms. Kwok Yuen Ki	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
The Incorporated Management Committee Of Kwok Man School	Politeness, Righteousness, Diligence and Honesty	1899	Chinese	-	About 2500 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
-	-	\$40	-	replacement of student card \$10

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
17	2	1	1	e-classroom, 2 classrooms for IRTTP, farm and Multi-Media facilities.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
8 Rooms (English Room, Activities Room, Computer Room, Music Room, Teaching and Learning Resources Room, Visual Art Room, E-library and Stem 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		30
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%	56%	38%	28%	34%	

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	2	2	2	2	2	12
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	2	2	2	2	2	12
Mode of teaching at different levels	Small-class teaching. To cater for students' diverse learning needs, we adopt 'whole-school approach' and provide remedial classes in small group size before school for students who need extra help in Chinese, English or Mathematics.						
Remarks	School employs two foreign English teachers to have 2-4 SESSIONs of NET classes per week for students at all levels to strengthen their English skills. A third NET is also employed for organising English activities that enhance English learning at the school.						

Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	3	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	In the daily teaching and learning, teachers will conduct formative assessments such as unit assessment, verbal feedback, projects, presentations and online learning to understand the learning progress of students.				
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	Integrated classes based on ranking.				

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	8:30 AM	3:10 PM	12:00 PM - 1:00 PM
Lunch arrangement	Healthy school life		Remarks		
Arranged by parents or at home.	Creating a healthy campus environment. Developing healthy lifestyle habits among students. Identifying students in need and establishing appropriate referral mechanisms.		Free self-study classes are offered until 4:30 pm with learning support provided. In addition, there are various types of after-school support and counseling groups, weekly assemblies, personal development classes, library classes, and extracurricular activities that develop multiple intelligences.		

Life-after-Middle

On Wednesday, more than 30 different types of Multiple Intelligences Classes are provided to enrich students' learning experiences which include unicycling, rope skipping, Chinese drum team, pottery class, hip hop dance, and so on. Our school also provides various volunteer opportunities and uniformed team training, including Brownies, Cub Scouts, and Flag Guards.

School Mission

Our school provides quality education and an enjoyable learning experience to children on the island. We train students to be good citizens: to be polite, righteous, diligent and honest as our school motto said.

School Characteristics

School Management

School Management Organisation:

To enhance the quality of School organization through the establishment of the Incorporated Management Committee while maintaining excellent teaching standards.

Incorporated Management Committee / School Management Committee / Management Committee:

There are different professionals in the Incorporated Management Committee.

School Green Policy:

We support Green Policy and build a Green School campus.

School's Major Concerns:

The students' Bi-literacy and Tri-lingualism will be consolidated; The students' positive value and analytical abilities will be fostered; An atmosphere optimal for the development of mathematics, science and technology will be created; Creative mind-set will be fostered.

Learning and Teaching Plan

Learning & Teaching Strategies:

Our curriculum covers 8 key learning areas. We focus on developing students to be biliterate and trilingual. NET coteach a certain amount of lessons with local English teachers. We adopt the Primary Literacy Programme (PLP-/RW) for P.1-P.3 and 'From Reading to Writing' for P.4-P.6. Chinese language in P.1 to P.3 is taught in Putonghua only in order to develop their abilities in listening, speaking, reading and writing.

Development of Major Renewed Emphases of the Primary Education Curriculum:

To develop and promote STEAM education, implement cross-curriculum courses, and organize cross-curricular activity week. To provide students with diverse learning opportunities and continue to promote students' self-directed learning. In accordance with the Education Bureau's guidelines and recommended timeline, the school is transitioning General Studies into Primary Humanities and Primary Science.

Development of Generic Skills:

We provide different types of learning experiences such as exchange programmes, extra-curricular activities and theme-based whole school cross-curriculum learning activities in order to develop students' generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:

Our school is committed to the all-round cultivation of positive values in students. Through the "Values Education Learning Circle" and the "Academic and Moral Excellence Award Scheme," we integrate diligence, perseverance, and self-confidence into daily life. Regarding national education, we strictly implement National Security Education. Every Friday, we hold a flag-raising ceremony and sing the national anthem together. By participating in Constitution and National Security competitions and organizing Mainland exchange tours, students can witness the development of our country firsthand. This deepens their sense of national identity through practice and helps them establish a correct attitude towards life.

Student Support

Whole School Approach to Catering for Learner Diversity:

To cater for students' learning needs, there are subject based small classes. A School-based Educational Psychologist and a School-based Speech Therapist visit our school regularly to work with the Student Guidance Teacher to support students' learning and give professional advice and training to parents. Adaptations in assignments, dictations and assessments are provided to students with special learning needs.

Whole School Approach to Integrated Education:

The Student Support Team, which consists of the Principal, Vice Principal, SENCO, the Curriculum Leader, the Student Guidance Teacher, the School Social Worker, the School-based Educational Psychologist and other teachers, is responsible for planning, implementing and evaluating the support for students in need. Other specialists and organizations will be invited to provide supports 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; 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.

Curriculum Tailoring and Adaptation:

Free school based learning materials are provided. We have school based adaptation policy to assist students with special education needs in learning and assessment.

Home-School Co-operation and School Ethos

Home-School Co-operation:

1. Parents are invited to come to our school to take part in developing the school.
2. Organize talks, workshops and different types of courses for parent education.
3. A representative of PTA joins the Incorporated Management Committee.

School Ethos:

1. Cultivate positive culture and promote mental wellness.
2. Our school motto is "propriety, justice, diligence, and honesty". We aim to cultivate good character in our students, establish a simple and honest school atmosphere, and educate our students to become responsible citizens.

Future Development

School Development Plan:

1. To facilitate and implement STEAM education and cultivate students' generic skills (self-directed learning, critical thinking skills and collaboration skills).
2. To foster students' proper values and national identity in conjunction with our school motto: politeness, righteousness, diligence, and honesty. Allow students to demonstrate a diligent, perseverant, and confident learning attitude.
3. Adopts the professional roles of teachers and principals as portrayed in the "T-standard+" as the goals for teachers' professional development, and the three core elements of teachers' professional growth (including professional competencies; professional values and conduct; and aspiration for self-advancement through self-reflection) as its foundation.
4. Introduce AI tools and programmes for empowering learning and teaching.

Teacher Professional Training & Development:

The focus of the teacher professional development programme is on catering for learning diversity. We have teacher professional development days every year. Teachers are encouraged to achieve higher teaching proficiency through regular co-planning and lesson observations. We also visit other schools to exchange experiences.

Others

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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. Wan Tung Yat	Mr. Pun Chi Fai	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					100%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Bui O Public School Council	Sincerity and Simple, Loyalty, Charity, Honesty, Modesty	1952	Chinese & English	-	About 4200 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
-	-	-	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
6	1	-	1	Our newly refurbished butterfly garden for natural studies and organic farming, a pet garden; A fun zone with playing facilities.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
11: GlassHut Activity Base, Science Centre, Multi-Purpose Room, Fitness Zone, STEAM Lab, Computer Room, Chinese Room, English Room, Mathematics Room, Guidance Room, Group-tutorial 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			16	Total number of teachers in the school		21
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%	55%	90%	60%	20%	20%

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	1	1	1	1	1	6
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	1	1	1	1	1	6
Mode of teaching at different levels	BOPS does small-class teaching and arranges lessons in groups to cater for diversity. We also split smaller groups in Chinese, English and Mathematics.						
Remarks	Our students come from worldwide, over 60% are non-Chinese and we are a harmonious and inclusive school with mixed cultures. We adopt the "Happy School Framework" from UNSECO and promote "Learning-by-Doing" in our curriculum. We use English textbooks and English teaching in Science, GS and Math from P.4.						

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	Promotes self-reflection and enhancement through assessment and no comparison between individuals; Continuous assessment such as diction and lesson observation are conducted; Learning attitude and lesson work are counted to promote dedication; Skill assessment in GS subject.						
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	From P.3 and onwards, class split into 2 groups catering students' learning: Chinese, English, Mathematics.						

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	8:20 AM	3:15 PM	12:45 PM - 1:35 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	We highly promote good nutrition and health in both physic and mental. Sports and multi-recreational activities for ALL is an important part at BOPS.		We are a "Positive School" and implement LIFE EDUCATION, with a structured curriculum and activities promoting positive character strengths. We promote the "Core Values of BuiOers: Respect, Responsible, Caring".		

Life-wide Learning

Emphasizing "Learning through Activities" and "Authentic Experience" at BOPS.
We organise Overseas Study Tour, Education Camps (for all levels), Beach Run and Picnics and trips every year;
"Life-Wide Learning" on Tuesdays afternoons; "Self-directed Class" on Fridays;
Various of after-school groups to cater whole-life growth.

School Mission

To teach students in accordance with their aptitude and to develop their social skills.
We believe everyone can learn, we respect diversity and aim at providing a healthy and happy childhood for our children!

School Characteristics

School Management

School Management Organisation:

School policies planned by Administration Committee lead by the principal. Our senior teachers lead different departments for better development of school affairs and continuous enhancement.

Incorporated Management Committee / School Management Committee / Management Committee:

The IMC consists of 5 sponsoring body managers, ex-officio manager (the Principal), 2 parent managers, 2 teacher managers, 1 alumni manager and 1 independent manager.

School Green Policy:

Actively promote Environmental and Sustainable Education with our wonderful natural resources nearby (such as wetland and beach study, buffaloes, butterflies, seashells, organic farming, pets caring). We do Recycling and Greening Project, Food Waste Collection and Planting for All at BOPS.

School's Major Concerns:

1. Continue to enhance the curriculum and learning and teaching strategies, focusing on developing student-centered learning and improving language abilities.
2. Strengthen educational professionalism, promote professional integration and collaboration, develop a more proactive learning culture.
3. Implement in-depth value education, develop self-discipline and perseverance, cultivate a sustainable positive school environment.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Enhance language learning and support through School-based Curriculum, (including Chinese SB Curriculum for Non-Chinese Speaking students).
2. Develop Multi-Cultural Inclusive Education in our National World-wide Campus.
3. Implement Wide-range of Learning Experiences for ALL.
4. Promoting Environmental, Habitat-based and Sustainable Learning, Learn and Serve our Community.
5. Conducting "Happy School Framework" of the UNSECO.
6. The 3 High Campus: High Expectation, High Level of Concern, High Support & the 3 High Lessons: High Participation, High Level of Presentation, High Level of Feedback.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Continuous refinement of curriculum for the world and local future development

Development of Generic Skills:

Different after school interest classes to develop students' multiple intelligence and generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:

To reinforce students' positive attitudes and behaviour through a variety of reward schemes.

Share different cases or examples to promote positive attitudes in the morning assembly and whole-school assembly; We implement "Positive Discipline" and teach students with good behavior.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. Split classes in Chinese, English and Mathematics according to student's aptitude. Tutorial lesson included in the timetable to help students with their homework.
2. Various supports, including: Chinese bridging class, dyslexia group and school-based speech therapy group, IEP for students with special educational needs.
3. School social worker provide counselling service for students' cases.

Whole School Approach to Integrated Education:

Our support system such as School-based Speech Therapy Service, Social Training, Academic Support, Psychological Support, individual training, IEPs, etc. We specially have a mentor group system to learn and grow with our students, we also hear from our parents through meetings, parents' days, family trips and culture week activities, to build the inclusive school together.

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. Providing Summer Bridging Programme for NCS students to encourage the use of Chinese.

Curriculum Tailoring and Adaptation:

Chinese bridging course and adapted school learning materials based for non-Chinese speaking students.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Parents Day and family visit, Tea gathering with teachers. Family trip and Parents volunteers.

School Ethos:

1. Orientation week for juniors before the commencing of new academic year.
2. Mentor groups to provide individual support.
3. Peers reading programme.

Future Development

School Development Plan:

1. Continue to enhance the curriculum and learning and teaching strategies, focusing on developing student-centered learning and improving language abilities.
2. Strengthen educational professionalism, promote professional integration and collaboration, develop a more proactive learning culture.
3. Implement in-depth value education, develop self-discipline and perseverance, cultivate a sustainable positive school environment.
3. Implement In-depth Value Education, Develop Self-discipline and Perseverance, Cultivate a Sustainable Positive School Environment.

Teacher Professional Training & Development:

Enhancing Subject Integration and Creativity Learning by The AFTEC HKJC Creative Future Project. (We are one of the 12 Creative Schools in HK)

Others

All round student scholarship, subject scholarship, progress scholarship.
An study tour to Mainland every year.
A public school with world-wide vision and provides true learning environment.
Promotes positive education and innovation.



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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. Lam Yuk Ying	Ms. So Chi Ying	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					50%
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	Let no one make little of you because you are young, but be an example to the church in word, in behaviour, in love, in faith, in holy living.	1925	Chinese	-	About 1300 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
-	-	-	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
6	1	1	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
4 rooms (Steam Room, Multi-function Room, TOPS Chat Room, Counselling 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			16	Total number of teachers in the school		19
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%	94%	36%	84%	32%	10%	58%

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	1	1	1	1	1	6
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	1	1	1	1	1	6
Mode of teaching at different levels	To implement small class teaching with less than 16 students each. To facilitate NCS students' learning of Chinese language in small groups with professional teachers.						
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	Students' attitude, skills & knowledge are assessed through formative & summative assessment to enhance learning & teaching. Self evaluation & peer evaluation are also adopted to diversify assessment for learning in various modes like e-homework, presentation, practical exams & projects.						
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 class at each level.						

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	30 mins	8:25 AM	3:20 PM	1:00 PM - 2:10 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Holistic & strategic planning with Healthy Campus Policy.		-		

Life-wide Learning

Table tennis club, Football club, Piano class, Junior Police Call, Basketball team, Handball team, Taekwondo class, Dodge ball group, Violin class, Rope Skipping class, STEM mBot class, 3D printing class, Drone workshops, STEM Programming, Maker Training, Digital Drawing, 3D VR Painting, STEAM little players, Break Dance, Praise Dance, Dancing Club, Flyball, steel tongu drum, Beijing Tour, Australia Tour, Wenchang Spacecraft Launch Site Tour.

School Mission

Together we nurture fullness of life; Hand in hand we witness the love of Christ.

School Characteristics

School Management

School Management Organisation:

Under IMC.

Incorporated Management Committee / School Management Committee / Management Committee:

IMC is formed by different stakeholders including teachers, alumni and parents etc.

School Green Policy:

Incorporate Green Concept into school curriculum, life-wide learning programmes and different ECA.

School's Major Concerns:

1. Creating an environment that enables students to progressively understand and adopt a healthy lifestyle.
2. Designing diverse learning experiences that integrate various learning focuses and values education.

Learning and Teaching Plan

Learning & Teaching Strategies:

With an optimal teacher-student ratio, we cater to individual student differences. Through a variety of learning experiences, we develop students' generic skills and promote holistic education.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Our school prioritizes fostering students' positive values and attitudes, enhancing national identity through curriculum and life-wide learning activities, promoting Primary Humanities and Science subjects, and optimizing school assessment and assignment policies.

Development of Generic Skills:

To develop students' different generic skills by means of cross-disciplinary curriculum, multi intelligence development programmes and project learning.

Cultivation of Proper Values, Attitudes and Behaviours:

We cultivate positive values, attitudes, and behaviors through cross-disciplinary curricula, life-wide learning activities, school-based educational programmes, and reward schemes.

Student Support

Whole School Approach to Catering for Learner Diversity:

We have individual education plans for students in need. We also have remedial classes before school and homework guidance classes after school. We adopt co-operative learning, levelled tasks, higher order thinking skills and mixed ability grouping with a view to cater for students' diverse learning needs. We also have "Primary 1 New Pupils Adaptation Day" and "New comer adaptation programme", "Peer angels scheme", "NCS support programmes" and various award schemes, which all aim at helping students to learn more happily and confidently.

Whole School Approach to Integrated Education:

- Establishment of a caring inclusive campus has always been one of our core values.
- Integrated education implemented through curriculum, class building lessons, assemblies, personal growth education and comprehensive student guidance 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.; 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.

- NCS award schemes like Outstanding NCS student awards
- Orientation course for P.1 NCS students
- After school and holiday homework guidance classes
- Homework and assessment accommodation
- Chinese learning group Programme
- Cross-level Inclusive Reading Reward System

Curriculum Tailoring and Adaptation:

We regularly review and adapt our curriculum based on the latest educational developments and student needs. This ensures that we cater to diverse learning styles, create opportunities for balanced personal development, and achieve holistic education.

Home-School Co-operation and School Ethos

Home-School Co-operation:

To enhance the co-operation between school and parents, PTA activities, parent education programmes and interest groups are held for parents and parents are invited to be volunteers helping the development of our school.

School Ethos:

Pupils' ethics such as self-discipline, kindness and diligence are nurtured under the peaceful and tranquil atmosphere. Throughout the six-year span of school life, we hope our children could attain the goals of "being to learn, good at communication, brave to take responsibilities, dare to be creative, humble and polite, and faithful to both God and people" and become good citizens in the society.

Future Development

School Development Plan:

Future Development Plan includes:

1. Aligning lesson time and learning time to create opportunities for students to gradually understand and implement a healthy lifestyle.
2. Designing student-centered, diversified learning experiences and activities that connect different learning focuses and nurture students' proper values and attitudes.

Teacher Professional Training & Development:

Our school has fully met the Education Bureau's requirements for inclusive education teacher training, with over 85% of our teachers passing the Basic Law and National Security Law examinations. In addition to subject-based professional development, our teachers are required to have annual regular training in national security education, values education, Digital education, and Humanities/Science.

Others

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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. Kung Chung Lai	Ms. Chan Yee Wah	Established	Aided Whole Day	Co-ed	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
Ching Chung Taoist Association of HK Ltd	Respect nature and value morality	1997	Chinese & English	School Bus	About 9000 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	\$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	Parent-Teacher Association Room, School History Centre, Indoor Football Pitch, 2 Basketball Courts and Chinese Medicine Garden.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Ching Chung Aerospace Science and Technology Discovery Centre, STEAM Room, Chinese Medicine Information Corner and Science Laboratory, 2 English Room, Music Room, Art Room, Dance Room, Library, Multi-Purpose Activity Room, Counseling Room, Distance Learning Classroom, Gym Room and Mathematics 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	
100%	97%	36%		81%		22%		29%		49%	

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. Collaborative learning, higher-order thinking skills, self-directed learning skills are incorporated to the curriculum. 2. Provision of STEAM, Gifted Education, and Enhanced Reading Skills Programmes. 3. Focus on Student Career Planning, there are Project-based Learning Weeks and Life-wide Learning Weeks.						
Remarks	Students are assigned to classes according to their abilities. We offer ample support and small-class teaching for gifted and students with special needs. English as the medium of instruction is provided in Mathematics and Science in P.5-P.6. Pull-out science groups (English as medium) in P.3-P.6 are provided for students in need.						

Performance Assessment

Number of test(s) per year (P1 only)	1	Number of exam(s) per year (P1 only)	3	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)	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. Formative Assessment: Schoolwork, Quizzes, Unit Assessments, Dictations and Project Works, Oral Presentations and Practical Assessment. 2. Summative Assessment: One test and three examinations per 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	Academic performance 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	10	35 mins	8:30 AM	3:35 PM	12:25 PM - 1:20 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and lunch at home.	1. The Parent-Teacher Association forms an inspection group to inspect the quality of lunch boxes provided by the designated caterer. 2. Delivers the SportsAct programme, 4Rs Mental Health Charter, EatSmart School Accreditation Scheme (ESAS) and Joyful Fruit & Veg Month.		Students will be arranged to have sports activities during recess and lunch breaks to enhance physical well-being and strength.		

Life-wide Learning

School-based Aviation course, Ching Chung Little Chinese Medicine Practitioner, Gifted Students' Cabinet, Choir, Marching Band, School Orchestra, Chinese Orchestra, Musical Instrument Classes, Latin dance, Debate team, JPC, Community Youth Club, Hong Kong Adventure Corps, Girl Guides, Cambridge English Examinations Preparation Classes, Swimming, Ball Games, Arts and Crafts, English Drama, AI classes.

School Mission

We are maintaining a well balanced curriculum that caters to our student's individual needs. We are committed in teaching students in accordance with their aptitudes, emphasising on the balanced development of the five key educational areas: Moral, Intellectual, Physical, Social and Aesthetic Education and unlock each student's potential.

School Characteristics

School Management

School Management Organisation:

1. The administrative group consists of the principal, vice-principals, primary school master and assistant masters to manage the school's administration, curriculum development, student support, academics, public relation, IT, discipline, guidance, student health and activities.
2. Subject Panel heads lead the curriculum development. The School Improvement Committee gives advice on advancing the school's developments.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee (IMC) was established on 31 January, 2008. Its members include the School Supervisor, Principal, Sponsoring Body Members, Parent Trustee, Alumni Trustee and Teacher Trustee.

School Green Policy:

We promote Green Environment curriculum, construct a green campus and incorporate environmental education into ongoing activities. we are awarded with the Silver Award in the Hong Kong Green School Award.

School's Major Concerns:

1. Promote values education and cultivate in students' a healthy, positive and empowering outlook on life.
2. Enhance assessment literacy to promote the effectiveness of learning and teaching.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. We have adopted a small class teaching model, with diverse learning activities and higher order thinking elements to motivate students to be self-directed learners.
2. We implement diverse art activities to enhance students' creativity and develop students' physical and artistic potential. We also have various Friday extracurricular activity sessions to develop our students' multiple intelligence.
3. We provide homework tutorial sessions to help students with their homework and morning reading sessions to cultivate student reading habits.
4. We curated components of AI to enhance the quality of learning and teaching; emphasising biliteral and trilingual skills to enhance learning environment.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Strengthen aspects of values education (including Life Education, National Education and National Security Education), Enrich life-long learning experiences and promoting whole-person development, Cater for learner diversity through curriculum design and evaluating teaching and learning strategies, Promote AI education to empower students with digital literacy, creativity, and the ability to solve complex problems. Enhance STEAM education, and nurturing students' media and information literacy, Strengthening cross-curricular learning and reading across the curriculum for developing lifelong learning capabilities, Utilise learning hours to promote balanced physical and mental development, Improve assessment literacy and promote the effectiveness of learning and teaching, Enhance kindergarten to primary Education Bridging course by tailoring the curriculum to enable students to adapt smoothly to primary school education and the curriculum is adapted to enable students to adapt to school life.

Development of Generic Skills:

Through the school based curriculum, cross-curricular collaboration and life-wide learning in conjunction with high order thinking skills mental training, students' generic skills are strengthened, thus cultivating students to become excellent lifelong learners.

Cultivation of Proper Values, Attitudes and Behaviours:

To nurture students' values and attitudes holistically, we developed a school-based Moral and Civic Education curriculum that instils proper values and direction and caters for students' developmental needs. Each subject cultivates twelve core values and attitudes in students through both formal and informal curricula, and implements moral and civic education across three dimensions: cognitive, emotional, and practical.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. The school emphasises life-long learning to develop students' talents. The schools Arts Development Committee, Activity Committee and Gifted Education Committee implement various programmes and activities to help students flourish outside classroom. Over forty activities are organised to develop students' multiple intelligences.
2. The Gifted Education Committee recommends gifted students to take part in the Gifted Education Programme. Students are encouraged to take part in off-campus exchange, courses and competitions to enrich students' learning experience.
3. Implement whole-class gifted education programs by incorporating subject-specific content and problem-solving strategies into each subject to enhance classroom effectiveness.

Whole School Approach to Integrated Education:

1. Our school has adopted the "Whole School Approach" in promoting a caring school culture. We are dedicated to building our school into a caring campus.
2. We have set up a Student Support Team to map out and coordinate the support measures for students, promote parent education and strive for external resources to help nurturing the healthy growth of our students.
3. Our school adopts the policies and measures of 'Early Identification' and 'Early Intervention.' These initiatives include remedial teaching classes, pull-out group instruction, social groups, support programs, and adjustment policies, all designed to provide appropriate support for students in need.
4. Our teachers actively participate in professional training internally and externally to enhance their professional competence in catering for 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: 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:

Through collaborative lesson planning, support measures are designed for academically gifted, under-privileged students and catering for students' diverse needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:

We value home-school cooperation as means to facilitate students' positive and holistic development. Parent-child activities, e.g. barbecue night, field trips, reading club and parents' interest groups, etc are held to facilitate effective communication.

School Ethos:

Adhering to the principle of "Respecting Nature and Valuing Morality", with strong emphasis on character education, and nurtures students to instill correct values in all aspects under rationale of "Whole-school Participation in Unified Discipline and Counseling". We prioritize National Security Education to cultivate patriotic, respectful and law-abiding citizens. The school incorporates students' character education through diversified curricula and activities. In addition to morning assemblies, weekly assemblies, and moral education classes that help students establish correct values, the Discipline and Guidance Section promotes peer counseling and a caring culture through the Buddy Programmes and Volunteering Projects. We encourage students leverage strengths and address their weaknesses through participating in different competitions, fostering grit and devotion to learn and prosper.

Future Development

School Development Plan:

1. Major concerns: Promote values education and cultivate students' correct outlook on life, Improve assessment literacy and promote the effectiveness of learning and teaching.
2. Optimise S.1 bridging curriculum and school-based English General Studies, Science and Mathematics curriculum for students' readiness to transit to English secondary schools. Integrating traditional Chinese medicine into humanities and GS curricula to foster students' understanding of health and wellness, and to preserve the wisdom of Chinese culture.
3. Implement life planning education, develop STEAM Education - nurturing future pioneer with integrity while deeply rooted in our historical heritage.
4. To Proactively promote mental health wellbeing awareness for students, parents and teachers.

Teacher Professional Training & Development:

Teachers formulate individualised professional development plans and participate in diverse professional development programs, seminars, workshops, forums, field trips, regular internal collaborative lesson planning, lesson observation and professional sharing for continuous enhancement of teachers' competence and professional identity.

Others

1. We set up Parents Reading Club to cultivate students' reading habits and foster parent-child relationships, We offer regular student cultural exchanges for students to explore in different countries to broaden students' horizons.
2. We offer Outstanding Achievement in Competitions Scholarship and Ching Chung Scholarship to encourage students and graduates to excel.
3. Our school has achieved numerous outstanding accomplishments: the Grand Prize in the 8–12 age group at the Geneva International Exhibition of Inventions(For the first time in Hong Kong); the Outstanding Caring School Award; the Gold Award for Healthy Schools; the Excellence Award for Teaching and Research Projects; the Judges' Recommendation Award for English Drama; the Championship in the English Debate Competition; the Championship in the Chinese and English Choral Recitation Competition (with an invitation to perform publicly); and numerous team and individual awards in mathematics, physical education, and STEAM competitions.



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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. YEUNG YIU CHUNG, JP	Principal Wong Kam Leung	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					92%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Hong Kong Federation of Education Workers Education Organization Co. Ltd.	Pragmatic and Innovative	2001	Chinese	School Bus	About 12000 Sq. M
Through-train Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
HKFEW Wong Cho Bau Secondary 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
-	-	\$30	Fees for Specific Purposes \$400 (Recruitment of NET and procurement of teaching equipment)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	3	1	1	Odyssey Express (a multi-purpose learning space converted from a retired bus), Drone Training Area, AR Mural, Garden, Farmland, Central Kitchen
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
STEAM Room, Coding Lab, Cyber Lab, English Room, Student Activity Room, Dancing Room, Visual Arts Room, Music Room, Chinese Arts Theatre, Play Therapy Room, Counselling Room, Speech Therapy Room, etc.				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				42	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	
100%	100%	39%	80%	17%	28%	55%	

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total	
2025/2026 school year		No. of classes	3	3	4	4	3	4	21
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)		No. of classes	3	3	5	4	4	3	22
Mode of teaching at different levels	1. Small class teaching is implemented at all levels. There are about 25 students in each class. 2. Differentiated instruction, group work and e-learning strategies are used to cater for learner diversity. 3. Brain-based teaching strategies are used to engage students in learning activities.								
Remarks	1. Some English lessons are co-taught by NET and local English teachers. Teaching assistants provide extra support for students with special educational needs. 2. Two class teachers are allocated to each class in P.1 to P.3. 3. As a Bronze-certified 'Brain-Based School', brain compatible strategies are employed.								

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	Both summative assessment and formative assessments are used to assess students' performance. Diversified modes of assessment, such as class observation, small group presentations, project learning, skill assessment and online assessment are also adopted. Self assessment, peer assessment and parents' assessment are other tools to evaluate student learning in different aspects.				
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 an English Class in each level. English is used as the MOI for Mathematics, Science and Humanities since P.1 while Putonghua is used as the MOI for Chinese Language in Upper Primary in that class.				

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	8:20 AM	3:45 PM	1:15 PM - 2:15 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Participating in the "Healthy Eating Programmes": Rice and vegetables are cooked in the kitchen at school. Healthy lunch with fruit is provided. Joining the "School Sports Programme" and the "Active Students, Active People" Campaign. Fitness test is carried out every year in order to inform students of their physical health and fitness. Practising martial arts weekly to enhance physical fitness.		To ensure a balanced distribution of lessons, our school adopts a 6-day cycle timetable. Fitness equipment is provided in the morning and at recess. Reading lessons and reading programmes are arranged to develop students' reading habits. Multiple Intelligences Programmes are organised to stretch students' potential. Flag raising ceremony is held every week. Library and computer rooms are open for students at recess and lunch time to facilitate self-directed learning. Tutorial lessons are organised.		

Life-wide Learning

1. Various visits and learning days with different themes are arranged to enrich students' learning experiences.
2. Exchange tours are organised to broaden students' horizons and develop their generic skills.
3. A variety of extra-curricular activities, for example, STEAM Group, martial arts, fancy rope skipping, ball games, athletics, swimming, uni-cycling, choir, Chinese orchestra, English drama, drawing, Flag-guards, Scouts, etc. are provided to unleash students' potential.

School Mission

Our school adheres to the school motto "Pragmatic and Innovative" and the spirit of "Strive for Excellence". We provide an excellent and pleasant environment for students to learn traditional Chinese culture, to inspire their creativity and develop multiple intelligences. Under the whole person education approach, we foster students' respect to their life and the care for their family and the country.

School Characteristics

School Management

School Management Organisation:

We emphasize the importance of communication between the management and frontline staff. We have an accountability system. Our Incorporated Management Committee consists of a number of School Managers which include teacher and parent representatives. Under the IMC, we have a number of consultation and working groups to facilitate the participation of teaching staff and parents in the administration of the school. Every year we make reference to the information collected from School Self Evaluation for future school development. PTA has been established to promote home-school co-operation and parent education.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee of HKFEW Wong Cho Bau School.

School Green Policy:

Different green school projects are carried out to develop green ethos and an environmental protection culture such as recycling waste, using a food waste decomposer, reusing cutlery sets, adjusting temperature of air-conditioning, monitoring the use of electrical appliances, water and paper. We also organise seminars and activities to promote environmental protection. Solar panels are installed to save energy.

School's Major Concerns:

1. Cultivate a diligent learning attitude in students;
2. Promote students' physical and mental well-being.

Learning and Teaching Plan

Learning & Teaching Strategies:

Teaching students different study skills, e.g. reading strategies, note-taking skills, using graphic organisers to organise ideas, using e-learning tools, etc. to facilitate self-directed learning; Adopting a variety of teaching strategies and organising different learning activities such as brain-based teaching strategies, group activities, discussion, role-play, visits, cross-curricular learning days, etc. to arouse students' learning motivation and enhance learning effectiveness; Adapting teaching content to cater for learner diversity.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Utilize learning time through adjusting the curriculum and cross-subject collaboration to reduce curriculum overlapping so as to promote a balanced physical and mental development;
2. Enrich life-wide learning experiences such as visits that relate to the curriculum, study tours, competitions, award programmes, etc. to extend student learning and to cater for learner diversity;
3. Enhance assessment literacy, promoting different modes of assessments and reducing the number of assessments to create space for facilitating whole-person development and increasing the effectiveness of learning and teaching;
4. Promote STEAM education to develop students' abilities in problem solving, inquiry and creativity.

Development of Generic Skills:

Develop students' generic skills through interactive learning activities, project learning, as well as different subject-based and cross-curricular activities.

Cultivation of Proper Values, Attitudes and Behaviours:

Organising flag-raising ceremony weekly to nurture national concept and national identity as well as to enriching students' knowledge about their nation; Understanding our nation as well as Chinese culture through national education and national security education; Organising different activities, e.g. school-based award schemes, talks for students; Praising students for their positive behaviour; Encouraging students to set their goals, take actions and reflect; Organising talks and workshops for parents as well as Strengthening home-school co-operation and communication.

Student Support

Whole School Approach to Catering for Learner Diversity:

Enhancement and remedial classes are organised to cater for learner diversity. School-based curriculum is developed with collaboration with EDB and universities. After-school tutorials are provided for students. In the tutorials, professional teachers are responsible for designing learning activities and the follow-up of individual students. There are school-based educational psychologists, school-based speech therapists and counseling programs to support students with different educational needs. Courses for gifted children such as English Writing Class, Coding Class, Mathematical Olympiad Class and Robotic Class are organised to develop students' potential. Financial aids are provided for students with financial difficulties.

Whole School Approach to Integrated Education:

Our Student Support Team plans, implements and reviews student support services. Both basic and additional resources are used to provide support services for students who have special learning needs. Our school adopts a 3-tier support model and closely collaborates with parents in order to provide appropriate support for each student.

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. Chinese interest classes, after-school tutorial classes and outdoor Chinese culture learning activities are organised for NCS students

Curriculum Tailoring and Adaptation:

Differentiated instruction is adopted. Teaching content is differentiated. A variety of learning activities and tasks are designed. Homework and assessments are adapted to the needs of students. Enhancement classes and remedial classes are provided for students with different abilities.

Home-School Co-operation and School Ethos

Home-School Co-operation:

We emphasize the importance of close partnership between school and parents. There are various communication channels between the school and parents. Home-School Co-operation Projects are organised throughout the academic year such as parent-child workshops, PTA picnics, Chinese New Year feasts, etc. We also arrange talks and seminars to help parents to take better care of the development of their child in physical and mental aspects.

School Ethos:

The school emphasizes the importance of moral education. Students are well-behaved and self-disciplined. A caring culture is established at school. Positive values and attitudes are promoted. For consecutive years, we have been honored with the the title of "Loving School Campus" and "Hi-Five Student Engagement Award".

Future Development

School Development Plan:

We actively develop digital education to enhance the effectiveness of learning and teaching. By promoting innovative technology education, we nurture students' spirit of inquiry, train their problem-solving skills, and provide creative spaces where they can unleash their creativity.

We are committed to creating a rich English-learning environment, utilizing diverse activities to refine students' English proficiency. Through Chinese calligraphy, poetry recitation, Chinese music, ink wash painting, and Mainland study tours, we enable students to deepen their understanding of Chinese history and culture.

Furthermore, we offer a wide range of activities, services, and training programs to foster diverse interests and develop multiple intelligences. We are dedicated to building a healthy campus with a strong focus on students' mental, physical, and social well-being.

Teacher Professional Training & Development:

Enhance teacher training in digital education to leverage technology for optimizing learning and teaching effectiveness, while guiding students to utilize Artificial Intelligence (AI) to facilitate self-directed learning.

Teachers join the Brain-based Learning and Teaching Teacher Development Programme and design learning activities based on the theoretical framework of brain-based education to engage students in learning activities. Co-planning culture and peer lesson observation have been established. Teachers are encouraged to attend seminars, workshops and training courses related to the school development focus or their area of expertise. They also develop school-based curriculum and diversified teaching strategies by joining programmes organised by EDB or universities.

Others

Our school excels in fostering all-round excellence. Our students got the Outstanding Student, Leadership, and Service Awards from the Hong Kong Huaxia Education Association and were elected as Hong Kong Junior Chief Executive. Our English Drama Team clinched four major honors at the Hong Kong School Drama Festival, including Outstanding Overall Performance. Students also secured First Prizes in the Chu Cai Writing Competition and the National Mathematical Olympiad. We celebrate a record-breaking champion in the inter-school 100m sprint and a recipient of the Watsons Student Athlete Award. Our team won Gold in the VIQR Robotics Challenge, showcasing top-tier STEAM problem-solving skills.



School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Siu Tak Wa	Ms. Leung Wai Fong	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 preach benevolence	1997	Chinese	School Bus	About 11148 Sq. M
Through-train Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
Ho Yu College and Primary School (Sponsored by Sik Sik Yuen)			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	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	4	1	2	Archery and Golf Area, Biotechnology Mobile Laboratory, Ho Yu TV Live Broadcast Studio, Nature Education Trail, Butterfly Garden, Fitness Room, etc.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Yu Zhi Sinology Room, STEMaker Room, Yu Zhi Sinology Room, Biotechnology Laboratory, Digital Library, Computer Rooms, Multi-media Learning Centre(Immersive Innovative Teaching System), Student Activity Centre, Dance Room, Home Economics Room, Auditorium.				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				43	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	
96%	100%	36%	56%	46%	24%	30%	

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	3	5	4	3	3	5	23
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	3	4	5	4	3	4	23
Mode of teaching at different levels	Small-class teaching, collaborative learning, and activity-based instruction are conducted. Innovative technology is employed to assist students. Differentiated learning is implemented across all levels. For P.5 and P.6, self-regulated learning is incorporated. Certain areas of General Studies are taught in English. Chinese Language classes taught in Putonghua and Cantonese are offered.							
Remarks	For General Studies curriculum, high order thinking skills, science exploration, Chinese medicine and biotech elements are incorporated, and theme-based learning programme is included. Chinese classics are incorporated. Activities are conducted to promote cross-curricular learning. Reading classes are provided.							

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)		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	Continuous assessment: emphasis is placed on students' learning progress. Students' in-class performance, homework, and project learning are part of the assessment. Thus, teachers can provide timely feedback on students' learning difficulties. There are no exams for P.1 and 2, enabling students to adapt to the new environment. Favourable conditions are provided to enhance self-motivation to learn.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	Class allocation is made according to students' abilities and personal traits. In addition, cooperation and creativity are enhanced through team work, with the aim of achieving synergetic learning efficiency.						

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	8:30 AM	3:30 PM	12:35 PM - 1:40 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	The School participates in the "EatSmart@school.hk" Campaign, formulates environmental protection policies, and adopts various measures for energy conservation to help students build the good habit of green healthy living. In addition, the School regularly organizes a wide range of aerobic exercises to boost students' health and wellness.		Various activities are arranged for students during lunch break. Following the lunch break, a mindfulness session is scheduled for students to concentrate and cultivate inner peace.		

There are special activities including those offered by various clubs and societies: Little Programmer, Little Doctor of Science, Drama Club, Debating Reporter, Reading Club, Choir, Wind Instrument Class, Marching Band, Snare Drum Team, Chinese Drum, Guzheng, Hand-bell, Kin-ball, Dancing, Archery, Golf, Rock Climbing, Swimming Team, iSmart Fitness Scheme, Chinese-style Flag-guards, Gardening & Farming and Scout.

School Mission

In observance of the guiding principle of Sik Sik Yuen, "To act benevolently and to preach benevolence", which is also our School Motto, together with the teachings of Confucianism, Buddhism, and Taoism, our School teaches and instills in our students a strong sense of probity, benevolence and civic duty. We emphasize a balanced development for our students through moral, intellectual, physical, social and aesthetic education, leading to the enhancement of abilities for independent thinking, self-learning and life-long learning.

School Characteristics

School Management

School Management Organisation:

Supervised by the Incorporated Management Committee (IMC), the school operates its primary and secondary education in a "through-train" mode, and establishes various divisions such as School Administration Team, Learning and Teaching, and Student Development for the implementation and management of the 12-year continuum curriculum to achieve the mission of whole-person education.

Incorporated Management Committee / School Management Committee / Management Committee:

The IMC of our school is composed of the Sponsoring Body Manager, School Principal, Teacher as well as Parents Representatives.

School Green Policy:

The school was proud to be recognised with the Gold Awards of the "Cherish Water Campus" Integrated Education Programme - Primary School in school years (2020-2021 to 2023-2024), for its active promotion of water conservation and realisation of an eco-friendly campus. We have been awarded the "Food For Good @Campus – Active Participation Award."

School's Major Concerns:

Extend the dimensions of self-directed learning to accommodate the diversity of learning.
Strengthen value education to cultivate students into good citizens.

Learning and Teaching Plan

Learning & Teaching Strategies:

For P.1 and P.2, the "DEAR" Learning Program is implemented to help students establish reading habits, build vocabulary, develop positive values, and boost health through four major missions.
The "DearLand" reading platform is also established to enhance students' reading and information literacy, and digital reading abilities.
For P5 and P6, self-regulated learning is fostered to bridge the admission to secondary one.
The "Matatalab Coding Elite Program" is introduced at lower primary levels to help students develop basic programming concepts and enhance logical thinking to reinforce the learnt English words.
School-wide theme-based activities, such as Reading Week, STEAM Week, Chinese Culture Week and Mental Health Week, are also organised to deepen students' understanding of the themes.

Development of Major Renewed Emphases of the Primary Education Curriculum:

In accordance with the "Primary Education Curriculum Guide", our school adopts the theme "Cultivate Values for Leaders of Tomorrow Create Space to Foster Whole-person Development". We uphold the importance of nurturing a sense of belonging to our country, the Chinese culture, values education, active learning, STEAM education, media and information literacy, a healthy lifestyle and balanced physical and mental development. In consideration of our school vision, development priorities and students' needs, we holistically review the school curriculum for formulation of a whole-school curriculum plan.

Development of Generic Skills:

Student's knowledge and generic skills are developed through life-wide learning, exchange activities outside HK and project learning.

Cultivation of Proper Values, Attitudes and Behaviours:

The school was honoured with the "Action Award", "Innovation Award", "Connection Special Award", "Enhancement Award", "Interpersonal Connectivity Award" and "Intellectual Engagement Award" for seven consecutive years of the "Hi-Five Student Engagement Award Scheme" respectively. Putting great emphasis on students' moral character and mental health, the school launches various initiatives comprising the Sik Sik Yuen Joint-School Moral Education Programme and a series of other schemes, with the aim of cultivating students' positive values and resilience.

Student Support

Whole School Approach to Catering for Learner Diversity:

Students' learning needs are fully catered for through group learning, learning circle, after-school support and curriculum accommodations.
The diverse potential of students is discovered through artificial intelligence, an immersive learning system and development of a talent pool.

Whole School Approach to Integrated Education:

Comprehensive accommodations and therapy services are provided to students with special educational needs to help them adapt to the learning environment.
Inclusion activities are organized to foster a culture of inclusion.

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:

Advanced courses for gifted students are offered.
For English Language, the Primary Literacy Programme – Reading and Writing ("PLP-R/W") is implemented. This programme is jointly taught by NET teachers and English teachers with the aim of catering for students' language learning needs in a comprehensive manner.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The Parent-Teacher Association and the school jointly organize various activities to achieve home-school co-operation: AGM of the PTA, Parent-child bonding trips, Story-Telling Parents, the School Uniform Recycling Campaign, interests classes and workshops. With the active participation and support of parent volunteers, parents are encouraged to engage in school activities to develop a closer home-school relationship.

School Ethos:

Our School emphasizes and develops a loving and caring culture for everyone on campus - a culture that is strict yet loving, and harmonious yet well-disciplined. Students learn and grow healthily in harmony achieved through the close interaction between Home and School, teachers and students and the senior and junior students.

Future Development

School Development Plan:

Optimize teaching methods, self-learning notes, diverse assessments and other adaptive strategies to enhance students' learning ability and confidence.
Organize various cross-curricular learning activities, service learning, and career development activities to further cultivate students' generic skills.
Create a reading atmosphere to enhance students' Chinese and English proficiency and reading literacy.
Enhance positivity education, life education and values education to foster students' awareness of mental well-being, appreciation for life, commitment to the society and admiration for the country.
Promote traditional Chinese culture and virtues to enhance students' civic literacy.
Maintain students' physical health through diverse activities.

Teacher Professional Training & Development:

Teachers are encouraged to pursue professional development. Peer Teaching Observation for teachers, induction and guidance for new teachers as well as teaching experience sharing with affiliated schools are arranged.

Others

In English, our students achieved remarkable success, winning five top-three awards in the Speech Festival. Both the junior and senior primary groups claimed championships, marking the best results in recent years. We also earned the Champion and Merit Award in the territory-wide "Green" English Reading Report Competition.
In STEAM, our students excelled in mathematics competitions, securing multiple awards. The teaching team was honored with two AI Education Awards. The Primary 5 "Electric Aircraft Carrier Launcher" project received recognition from the University of Hong Kong, where students used Gemini to establish assessment criteria and strengthen AI literacy. Additionally, our students captured multiple championships, as well as second- and third-place awards in the Youth STEAM Competition, and were invited to represent Hong Kong in the Foshan Coding Competition.
In Music, both the school's wind band and guzheng ensemble won gold medals at the "JSMA Joint-School Music Competition 2025".



靈糧堂秀德小學

Ling Liang Church Sau Tak Primary School

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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Tsang Ngar Yee Judy	Ms. Wong Hei Yan Joanne	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					64%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Ling Liang World-wide Evangelistic Mission	Faith Hope Love - It always protects, always trusts, always hopes, always perseveres. Love never fails. (1 Corinthians 13:7-8)	2000	Chinese & English	School Bus	About 6200 Sq. M
Through-train Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
Ling Liang Church E Wun Secondary School					
			Yes	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	Fees for Specific Purposes \$350	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	Science Corner, Mindful Garden, Performance Stage, Conference Room, Meeting Room and Activity Area
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Visual Arts Room, Dancing Room, Music Room, STEM Room, Innovation and Technology Room, English Activity Room, Counselling Room, Small Group Study Rooms and Medical 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				53	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	
95%	100%	33%	13%	21%	31%	48%	

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	5	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	5	5	5	5	5	5	30
Mode of teaching at different levels	Small class teaching mode is adopted from Primary 1 to Primary 6.							
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)		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							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 uses diverse and multi-perspective assessments to evaluate students' performance. In addition to written assessments, assessment methods also include performance-based assessment, classroom observation, and learning challenge stations. To comprehensively evaluate students' performance, parental assessments and peer assessments are also incorporated into the curriculum.						
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 P1-3, students (both NCS and local) with different strengths, learning styles and interests are put in mixed-ability classes and opportunities to interact, socialise with one another are provided. In P4-6, there is a top stream class in each grade and no streaming in 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	9	30 mins	8:20 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 promote a more balanced diet and help students build healthier eating habits, freshly cooked vegetables are served every day at school as sides for lunch by the designated food service provider. A vegetarian meal is included as one of the choices for school lunch everyday.		The school joins the "Brighter Smiles for the New Generation" Programme to help students establish good oral health habits. The school also participates in "The Joyful Fruit Month" event, which aims at encouraging students to eat fruits instead of unhealthy snacks at school.		

Life-wide Learning

Life-wide learning activities at our school include fancy rope skipping class, rock climbing, badminton class, STEM science experiment class, watercolor class, clay class, magic class, kendo class, Chinese dance class, secondary school interview preparation, taekwondo, Chinese martial arts classes, cheerleading classes, jazz dance class, Hip Hop dance class, swimming class, Chinese bamboo flute class, Chinese big drum class, Chinese small lute class, violin class, clarinet class, saxophone class.

School Mission

The vision and mission of the school are:

To provide quality education for the whole person, according to Biblical teachings;

To spread amongst pupils the Gospel of Jesus Christ so that pupils may live out the life of Christ and serve God and fellow men; and

To align its development strategy with its through-train school partner, Ling Liang Church E-Wun Secondary School.

School Characteristics

School Management

School Management Organisation:

There are 9 administrative teams in our school and they are responsible for the running of various aspects under the 3 domains including teaching and learning, Student Support and School Ethos as well as Whole person development.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee was established in 2008. To formulate school policies, set priorities for development projects and undertake the planning and management of finance and manpower resources according to the needs of students and the direction of school development.

School Green Policy:

The school joins "Greening School Subsidy Scheme" and "One Person One Flower Scheme" every year.

School's Major Concerns:

1. Optimizing the 'Learning-Teaching-Assessment' cycle to enhance the effectiveness of teaching and learning.
2. Establishing a healthy campus and fostering a positive atmosphere to promote students' physical, mental, and spiritual development.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Our school designs the curriculum in each learning field based on the principles of "student-centered" and "life-centered" education. Through connections in various subjects, we gradually develop our students' learning abilities.
2. In terms of classroom teaching, our school is based on the "TARGET" theory. Through questioning, group collaboration, and diversified learning models, each subject develops students' high order thinking skills.
3. The "SMART Kids Programme" is scheduled in the afternoon which help to develop students' potential, enhance communication and collaboration skills, cultivate creative thinking and learn through hands-on activities in different subjects.
4. To cater diversified learning needs, we make appropriate adjustments in each subject to accommodate students with different abilities.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Strengthen the cultivation of students' national identity by organizing various Chinese cultural learning activities across subjects.
2. Enhance values education by implementing life education, utilizing picture book and engaging in life-wide learning activities.
3. Adopt "Learning By Doing", "Inquiry-based experiences", and "Creative thinking" as the guiding principles for curriculum development, and establish school-based STEAM programs to nurture students' problem-solving, creativity, collaboration and communication skills.
4. Utilize formative assessment and assessment for learning, through the cycle of teaching, learning, and assessment to develop targeted strategies, create a conducive language learning environment.
5. Enhance reading across curriculum and information literacy to nurture students' reading and critical thinking skills.

Development of Generic Skills:

Our school focuses on cultivating students' generic skills by using group learning to develop their collaboration and communication skills. In terms of critical thinking, we develop different thinking skills for various levels using Humanities as core subject. Through the flexible integration and application of other subjects, we systematically develop students' thinking abilities. To foster students' creativity and problem-solving skills, we incorporate self-generated questions, creative writing, and open-ended questions into our tasks, allowing students to express their creativity and demonstrate their problem-solving capabilities.

Cultivation of Proper Values, Attitudes and Behaviours:

Based on the truth of Christianity, we guide students in developing positive attitudes through our 'GRAPES' core curriculum: Give Thanks, Resilience, Agape, Passion, Extol, and Serve. By integrating Life Education classes, picture books, and experiential activities, we foster essential life qualities and inspire students to embrace a purposeful, positive lifestyle.

Student Support

Whole School Approach to Catering for Learner Diversity:

To cater to learning diversity, various grouping strategies are utilized. Enhancement classes and after-school remedial support are offered. Furthermore, gifted students from different domains are recommended for external enrichment programmes and competitions, ensuring that students of all ability levels receive appropriate support.

Whole School Approach to Integrated Education:

Our school is committed to fostering an inclusive and caring campus. We support students with Special Educational Needs through a Whole School Approach, utilizing peer support to help them integrate into school life.

Education Support for Non-Chinese Speaking (NCS) Students:

Our school provides additional support for NCS students to facilitate their learning of Chinese: appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; and organising activities to create an inclusive learning environment in the school.

Curriculum Tailoring and Adaptation:

Higher order thinking skills are taught in different subjects in order to cultivate students' critical thinking. Gifted programs and homework accommodation is provided for catering the learning diversities of students.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The school has set up Parent Teacher Association (PTA) in order to strengthen the relationship between the school and the parents. Various kinds of activities are arranged, such as seminars, workshops, picnics, talks and interested classes.

School Ethos:

Caring campus, Unsophisticated school ethos, Courteous behaviour, Accept one another, Harmonious relationship.

Future Development

School Development Plan:

1. Continuously deepen the 'TARGET' teaching strategy to improve students' learning performance and generic skills.
2. Develop 'Assessment as Learning' and strengthen the effectiveness of 'Assessment for Learning' to cultivate students' self-reflection abilities and enhance their engagement, increase their motivation, build their confidence and improve their learning performance.
3. Promote the development of physical education and arts to explore students' potential and interests. Help them develop healthy lifestyles, strengthen their self-management abilities and the sense of responsibility.
4. Create a caring and harmonious campus atmosphere. Cultivate students' team spirit, the spirit of service and a commitment of service. Promote the social development of students. Develop the leadership abilities of students, and nurture students to become good citizens who can contribute to society.

Teacher Professional Training & Development:

Teachers are strongly encouraged to attend centralized professional development workshops, seminars and clusters. According to the Education Bureau, the "T-Standard+" professional ladder is established for teachers in Hong Kong. It is based on three core elements, including teaching professional competencies, professional values and conduct, and aspiration for self-advancement through self-reflection. Different workshops or seminars are arranged on the Staff Professional Development Days. Teacher PD tours are organised to promote professional dialogues with different educators. Teaching effectiveness is further enhanced through co-planning, co-teaching, peer observation, lesson study and sharing.

Others

Scholarships which aim to give recognition to students who have outstanding performance or significant improvement in academic subjects or excellent achievements in Music, Sports, Arts and Leadership have been. Awards are also given to non-Chinese speaking students who have made great effort in learning Chinese.



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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. Yuen Chit Chi	Mr. Wong Henry	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					47%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Mui Wo School Management Committee	To acquire basic academic knowledge and develop virtues of a responsible and broad-minded citizen to lead our country into the bright future.	1939	Chinese	-	About 3500 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
-	-	-	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
6	1	-	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
3 (Library & Music Room, Computer Room, Remedial Classroom for small group teaching and learning)				A special area designated in one of the rooms for small group teaching and learning.

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

Number of teaching posts in the approved establishment				16	Total number of teachers in the school		19
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	
89%	100%	33%	80%	16%	16%	68%	

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	1	1	1	1	1	6
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	1	1	1	1	1	6
Mode of teaching at different levels	Small Class teaching, cooperative teaching and activity approach are implemented across levels. Higher-order thinking skills and self-directed learning elements are added to the curriculum.						
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	1. Academic assessment involves both formative and summative evaluations. 2. Diversified assessment methods encompass outdoor field trips, artistic creations, physical fitness testing, information literacy, and project-based learning. 3. Attitude assessment encompasses reading, discipline, etiquette, cooperation, and self-learning.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	N/A				

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	11	30 mins	8:30 AM	3:35 PM	12:05 PM - 1:05 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier or arranged by parents..	We prioritize the holistic development of students by formulating a healthy campus policy and organizing diverse learning activities and recess games, such as the "One Person, One Flower" Scheme, comprehensive learning day, fruit day, and lunchtime performances. Additionally, we actively participate in various programs, such as the "Love Life Campus" Ambassador Program.		1. Assemblies, Class Periods, Morning Reading lessons, Tutorial lessons, two Extra-curricular Activity lessons per week, two Reading lessons/Moral and Civic lessons every other week. 2. Library and Computer Room are open to students during lunch time and after school. 3. Board games and lunch performance are arranged after lunch.		

Life-wide Learning

STEAM DAY,3D-Printing Pen Creation, Fun STEM, Science class, Learning English with Muppets, Violin, Ukulele, Rope Skipping, Rummikub, Football, Jazz, Chinese Painting and Calligraphy, Environmental Ambassadors, Magic, Unicycle, Juggling and Flag Raising Training, "Love Life Campus" Ambassador Program, Co-circular Activities, Lion Dance and AI Course etc.

School Mission

To establish a happy learning environment for students in the district. To develop potential talents of our students and their positive attitude towards learning.

School Characteristics

School Management

School Management Organisation:

Sponsoring body → IMC → The Principal → School Development Team → Curriculum & Academic, Extra-Curricular Activity, Counselling, Discipline and Learning Support Teams → Subject and Group Panels

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee of Mui Wo School consists of members including the Supervisor, School Sponsoring Body Manager, Independent Managers, Parent Managers, Teacher Managers, and Alumni Managers. Please refer to our school website for more details.

School Green Policy:

Recycling bins, Green lunch: reusable lunch containers and cutlery, Food Waste Recycling Scheme

School's Major Concerns:

1. Utilize diverse teaching strategies and learning experiences to cater to students' learning diversity.
2. Foster a positive school culture to reinforce students' positive values.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Through the school-based curriculum, we help students master two languages and three languages to enhance their language abilities.
2. Adjusting the curriculum to cater to students' diverse learning needs to enhance their potential and academic levels.
3. Implementing small-class teaching, utilizing cooperative learning and e-learning to promote student interaction and improve learning effectiveness.
4. Flexibly using class time for subject-based and comprehensive learning activities, lectures, and visits.
5. Providing rich learning experiences: Teachers actively lead students in participating in Hong Kong Schools Speech Festival, music festivals, mathematics competitions, information technology competitions, inter-school athletics, swimming, jazz dance, skipping rope and football competitions.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Character education: Strengthening values education (including life education, national and national security education), and establishing moral education lessons, morning assemblies, and reward programs to cultivate students as a new generation with both talent and virtue.
2. Creating space: Making good use of class time to create space and optimize curriculum planning to enrich learning experiences and promote balanced physical and mental development.
3. Student-centered learning: Designing appropriate curriculum and activities according to students' diverse learning needs, interests, and requirements, and matching them with diversified teaching strategies, support, and resources to cultivate students' needs.

Development of Generic Skills:

Through activities such as morning assemblies, advanced thinking skills training, thematic studies, cooperative learning, interdisciplinary collaboration, and comprehensive learning, we consolidate and enhance students' generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:

Cultivating students' correct values, attitudes, and behaviors through activities such as speeches under the national flag, national security education, 'Positive Values and Attitudes' monthly training, caring attitude cards, 'Cow Cow Special Agent Team', Teacher Appreciation activities, Charging radio lunchtime requests, career planning activities, sharing good deeds, Hand in Hand: Angel Project, Secret Angel: Caring Program and Simulated Life Society Experience activities.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. Expert support (school-based educational psychologists, speech therapists, school social workers).
2. Academic support (stage-specific remedial classes, differentiated assignments, group teaching, teaching assistance, gifted programs, after-school counseling, homework guidance).
3. Providing support for Year 1 students with special learning needs through the "Early Identification Program."
4. Parent Volunteer Shared Reading Programs, buddy reading programs, Individual Education Plans
5. Great Angel Program, leadership training.
6. Homework and assessment adjustments.
7. School-based Outsourced Training Group.
8. Inclusive Activities.

Whole School Approach to Integrated Education:

Implementing inclusive education through a three-tier support system, various training groups, learning support subsidies, and enhanced school-based speech therapy services. Special Educational Needs Support Teachers provide group learning, pre-class counseling, and individual education plans 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: 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. Arrange Homework class and Saturday Chinese Class for NCS student, hiring resource teachers to conduct Chinese group teaching for non-Chinese speaking students and adjusting Chinese assessment papers. Implementing the Buddy Reading Program, and participating in the Education Bureau's "School-based Support Teaching and learning Chinese for Non-Chinese Speaking students Services".

Curriculum Tailoring and Adaptation:

1. Trimming the Chinese and English language curriculum.
2. Adjusting homework and assessments.
3. Adapting the local curriculum for lower-grade English language subjects and adopting the Education Bureau's PLPR/W reading and writing curriculum.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Parent-child Workshops, Parent-child Outings, Mental Health of Parents and Students Seminar, Parent Education Activity Information (Website), Parent-Child Day Camp, Parent-Child Musical activities, Parent-Child Animal Protection Workshop, Parent Volunteer Reading Programs and "We Did It!" Award Scheme

School Ethos:

Students are well-behaved, polite and enthusiastic learners. They are also spontaneous, optimistic and creative. Chinese students and non-Chinese students enjoy the harmonious and happy school life. They enjoy the beauty of nature surrounding the campus.

Future Development

School Development Plan:

1. To develop students' self-directed learning skills.
2. To promote STEAM and AI education.
3. To provide a happy campus.
4. To use diverse teaching strategies and learning experiences to cater to the diversity of student learning.

Teacher Professional Training & Development:

1. Teachers participate in training provided by the Education Bureau and external organizations to enhance their understanding and implementation of curriculum reforms.
2. Establishing teacher development days and teacher sharing sessions to encourage a culture of learning and sharing among teachers.
3. Participating in the Education Bureau's "School-based Support Services" to enhance teachers' professional competency in teaching students.

Others

Establishing different scholarships to encourage students with excellent academic performance and progress. Organizing study tours and learning exchanges with primary schools both domestically and internationally.



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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. Tang Yiu Leung	Mr. Lui Kam Keung	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					100%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Po On Commercial Association Non-Profit Making School Ltd	Reverence, Humility, Perseverance, Earnestness	1997	Chinese (incl.: Putonghua) and English	School Bus; Nanny van	About 8804 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		Pledged School	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$25	Fee for specific purposes \$350 (Purchase of teaching equipment, Enhance e-Learning and STEM teaching)	Replacement of academic report \$25 each.

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	3	1	1	English Room, Mathematics Room, Po On Path, PTA Room, etc.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Realia Corner, Fitness Room, Computer Room, Art Room, MakerSpace, Multiple Intelligence Activity Centre, Science Room, Dancing Room, Learning Commons, 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				Total number of teachers in the school		
54				65		
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%	23%	54%	23%	18%	59%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total	
2025/2026 school year		No. of classes	5	5	5	4	5	5	29
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)		No. of classes	5	5	5	5	5	5	30
Mode of teaching at different levels	Use English to teach Maths, Science and Humanities. Use Putonghua or Cantonese to teach Chinese Language. Provide different school team trainings, enhancement courses and remedial classes according to the students' individual needs. Provide Non-Chinese students our school-based Chinese curriculum. 5 native-speaking English teachers will take the phonics, oral, reading lessons and interview class.								
Remarks	Provide small class teaching in order to take care of the students' needs in an effective way.								

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		3	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	Apart from summative assessments, students will also be assessed by formative assessments such as oral, book report, life skills, field study, project, group discussion and presentation.						
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 not to have a labelling effect on students, we have all our classes with mixed ability students. While our focus is on providing biliteracy and trilingual education, we also adopt mixed nationality culture for all classes to foster cultural exchange.						

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	8:30 AM	3:35 PM	12:55 PM - 1:45 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and students bring their own lunch.	Develop healthy school policies, form an inspecting group on lunch boxes, to make sure the quality of the food provided by the designated supplier. Sports Day, Games Day, School Picnic, Fruit Day, Ball games day, Dancing Programme, school sports programs from Leisure and Cultural Services Department.		Reading time, library lesson, mentor programme, buddy reading scheme and various activities at lunch break and after school.		

Life-wide Learning

Choral Speaking, Debate Team, English Drama, Mathematical Olympiad, Flag raising team, National Ambassador, Cub Scouts, Brownies, Interact Club, CYC, JPC, Voluntary Team, Boys' and Girls' football team, Swimming, Rugby, Field & Track, Ball Games, Karate, Archery, Dodgebee, Lion Dance Team, Rope skipping, Dancing, Recorder, School Choir, Hand Chime Group, , Art Club, STEAM team, Campus reporter, I.T. team, Ho Kan Elder Academy.

School Mission

Our mission is to educate students to be sensible, aspiring, law-abiding and disciplined young people, by cultivating their moral sense and integrity and bringing forth their potentials so that they will excel in learning and conduct and become competent and virtuous individuals who can contribute to the well-being of society and humankind.

Hence, our school motto is "Reverence, Humility, Persistence, Earnestness". On this basis, we educate our students in the following principles:

- (1) Devotion to knowledge and truth, with love and respect for self and others;
- (2) Humility as self-discipline, and honesty as guiding principle;
- (3) Advancement with the times, with self-enhancement as the means;
- (4) Prudence in thought and readiness in deed, with care and concern for society.

School Characteristics

School Management

School Management Organisation:

School Development Committee and Administrative Working Groups manage school's administration, curriculum development, e-learning, student support, academy, public relationship, discipline and guidance, activities, etc.

Incorporated Management Committee / School Management Committee / Management Committee:

IMC was established on 1 December, 2011. Its members include the school supervisor, principal, school board members, teachers and parents.

School Green Policy:

Green school environment.

School's Major Concerns:

1. Cultivate proper values and attitudes and establish a positive campus culture.
2. Cultivate students' interest in learning and enhance self-directed learning.

Learning and Teaching Plan

Learning & Teaching Strategies:

Implementing small class teaching and cooperative learning. Cross subjects learning and reading lessons. In order to enhance the biliterate and trilingual abilities of students, we use Putonghua or Cantonese to teach Chinese. We teach Mathematics, Science & Humanities in English. We use Cantonese as the language of teaching other subjects. We participate in different Support Schemes for building up our school-based curriculum for our students with different needs. The schemes are: Using Putonghua to teach Chinese scheme, Chinese curriculum for Non-Chinese speaking pupils. Level-based Support Learning Scheme (Chinese), Primary Literacy Program-Reading and Writing, English Phonics Programme, English drama, Mainland & Hong Kong Teachers Exchange and Collaboration Programme (Mathematics), Support Scheme for e-learning in Schools by Education Bureau or some local universities.

Development of Major Renewed Emphases of the Primary Education Curriculum:

The school curriculum can be summarised under three major aspects: (1) Cultivating Values (2) Creating Space (3) Student-centred Learning

Development of Generic Skills:

Through different learning activities, nine types of generic skills are developed.

Cultivation of Proper Values, Attitudes and Behaviours:

In line with the twenty key areas of national security education and the seven learning objectives guided by the EDB, and in the process of learning and teaching, diversified and appropriate strategies are used to cultivate students' positive thinking and ten principles. Two primary values and attitudes enable students to face challenges positively.

Student Support

Whole School Approach to Catering for Learner Diversity:

Elite Scheme, Early identification, tiered assignment, enhancement class, homework club, leadership training, parents meeting for transition from J6 to Form One. We provide Arts, Play & Music therapy, Animal-assisted therapy and Occupational Therapy. School-based educational psychologist & school-based speech therapist will provide services.

Whole School Approach to Integrated Education:

We'll use the deployment of resources such as Learning Support Grant and Enhanced School based Speech Therapy Service to help the students who have learning difficulties. Furthermore, we provide specific measures in supporting students with SEN, such as teaching adaptation and assessment accommodation, remedial learning groups, training on social skills, school-based speech therapy services, individual education plan. Teachers and 3 school social workers discuss the student progress with parents who need help regularly.

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. Provide Summer Bridging Programme for NCS students to consolidate their learning.

Curriculum Tailoring and Adaptation:

Adaptation of curriculum to cater for diverse students' needs such as: elite courses, gifted programs and homework classes.

Home-School Co-operation and School Ethos

Home-School Co-operation:

We organize activities with PTA such as seminars, workshops and activities for parents: Day camp, hiking, outdoor study, etc. Our parents actively participate in voluntary work in school such as story mama and sports day volunteers. Teachers and parents have a close relationship with good communication through 'Smiling Campaign'.

School Ethos:

1. We are committed to the school motto "Reverence, Humility, Persistence, Earnestness". We educate students to be sensible, aspiring, law-abiding and disciplined young people, in order to enable them to become competent and virtuous individuals who can contribute to the well-being of society and humankind.
2. Students are polite and compliant. A Prefect Team was set up. We also implement "comprehensive and school-based counseling activities" to deepen students' good behavior.
3. Love and Care Activities: We intend to help students' growth through a lot of learning activities such as life learning, all-direction counseling, understanding adolescent programs, home-school cooperation and various systematic activities.
4. Strengthen and promote students' mental health activities: Positive energy activity days, adventure experiences, emotional workshops, cheer stations and no-homework days every other Thursday, etc.

Future Development

School Development Plan:

1. Improve learning & teaching: improve student self-directed learning ability.
2. Cater for student learning differences: Use Cooperative Learning in class.
3. Promote harmonious school culture: Via various activities to promote the spirit of integration, develop a sense of belonging to school and community.
4. Small class teaching.
5. Enhancement of teaching facilities.
6. Promotion of Biliteracy and Trilingualism through school-based curriculum and medium of instruction (MOI).
7. Continue to cultivate students' positive values, provide students with positive experiences and inspiration, and encourage them to face life with optimism, courage and hope.

Teacher Professional Training & Development:

Join EDB School-based Support Services. Teachers are actively participating in Professional Training & Development.

Others

- In order to inspire and cultivate students' personal potential, the school is committed to promoting and encouraging students to participate in different competitions and achieve great results. Our students won the championship in the boys' group of the Lantau District Inter-school Basketball Competition, the runner-up in the boys' and girls' groups in the Lantau District Inter-school Futsal Competition, the overall runner-up in the mixed group of the 1st New Territories Inter-District Rope Skipping Championship and Open, and the 13th annual Shining Star, Sir Robert Brickey Trust Fund for Outstanding Students (non-academic).

- Our school has set aside funds annually to be granted as scholarships and awards to students who demonstrate excellent academic achievement, high behavioural standards, a commitment to serve their school and community, excel in creativity, critical thinking skills, and demonstrate leadership skills and team spirit.



School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Supervisor Chan Kwok Wai	Mr. Ma Kai 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 Salvation Army	Dignity, Faith, Love, Diligence	2001	Chinese	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
-	-	-	-	Replacement of student e-card \$28

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	3	1	1	Escalator, washrooms for the disabled, outdoor café, outdoor climbing walls, table football, capsule station and claw machine.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
5 Piano Rooms, some special rooms including dancing room, canteen, computer Room, Dream Lab, library, language Room, Science room, 2 music rooms, counselling room, Game corner, hand bell room, hand chime room, brass band room, art and craft room and School Campus TV.				Ramp, Accessible lift, Accessible toilet, Tactile guide path, Accessible public information / service counter 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			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%	25%	80%	14%	23%	63%

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		We provide enrichment in core subjects, coding, thinking, and sports/arts for elites, plus remedial support. Selected P4-6 classes use BYOD; P2 starts Putonghua-taught Chinese in some classes. Small class teaching, e-learning, and cooperative learning are used school-wide to address individual learning differences. This diverse curriculum ensures every student								
Remarks		Chinese Language Policy: In order to enhance the smooth transition from kindergarten to primary school, Cantonese is used as the medium of instruction in Primary One. From Primary Two to Primary Six, depend on the needs of parents and students, they can choose either Cantonese or Mandarin as the medium of instruction.								

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 employs diversified assessments for skills, attitudes, and values, including extracurricular involvement. Beyond formative and summative assessment , subject-based practical and multi-dimensional assessments are used to record performance. This holistic approach ensures a comprehensive record of student achievement, documenting progress across all areas of development.						
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	P4 to P6 offers 'Bring Your Own Device' and regular classes, utilizing IT to optimize teaching. Student placement follows parental choice, academic results, and conduct to address learner diversity and facilitate effective learning.						

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	30 mins	8:15 AM	3:25 PM	12:40 PM - 1:40 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and pack lunch.	Our school is keen on promoting healthy eating and environmental education. We were awarded with several awards from the Department of Health as being "nutritious" and "Hong Kong's Healthy School". Students' lunch is served at school canteen. The designated supplier provides healthy lunchboxes and reusable utensils for students.		Our school creates a caring, positive, and happy learning environment. We offer morning reading, library lessons, and vibrant lunchtime activities. Students thrive through co-curricular programs, religious gatherings, and values education. We emphasize growth via counseling, inquiry learning, and service learning. With extra-curricular activities, self-discipline recess, self-discipline lunch, and project-based learning, we nurture each child's potential for a balanced, truly inspiring educational journey for all.		

Unleashing Potential: Our Holistic Approach
Our school offers a dynamic range of extra curricular activities organized into long-term and short-term groups. We are dedicated to discovering each student's latent potential and helping them shine, fully committing to the "One Person, One Sport/Art" objective for every child. Our rich selection of arts and physical activities includes: Music & Performance: Handbells, handchimes, wind band, drama, musicals, choir, percussion, and Chinese dance. Sports & Vitality: Fancy rope skipping and various ball games. Furthermore, our after-school interest classes provide specialized paths for growth. Students can engage in Cambridge English, Abacus, Taekwondo, Martial Arts, Violin, Piano, and Dance. We also feature unique opportunities like Campus TV.

School Mission

Our School community, in sharing the love and truth of Jesus Christ, will grow in knowledge, maturity and care for others, especially those with greatest needs.

School Characteristics

School Management

School Management Organisation:
We implement the school based management system and make use of the self-evaluation to optimize the school administration.

Incorporated Management Committee / School Management Committee / Management Committee:
The Incorporated Management Committee was well established in 2006. It consists of representatives of school supervisor, school sponsoring bodies, representatives of professionals, principal, parents and teachers.

School Green Policy:
We have joined various projects run by Environmental Protection Department to protect our environment. We also appoint "EP prefects" in each class to reduce pollution.

School's Major Concerns:
1. Promoting school-based curriculum to enhance the effectiveness of self directed learning.
2. Nurturing positive values and developing a healthy community in school.

Learning and Teaching Plan

Learning & Teaching Strategies:
1. All classrooms have installed Touch Smartboard with upgraded network so to foster self-directed learning with the new learning mode.
2. Implement Blended Learning through teachers learning circles so to strengthen the development of self-directed learning and to enhance the teaching quality.
3. Matching STEAM with Inquiry learning to breakthrough the conventional classroom learning. To widen the prospective of learning and enhance social skills of student through revamp of school curriculum, experiential learning, Multi-sensory teaching and field work.
4. Digital learning class (BYOD) starting with Primary Four, enhance the effectiveness of learning and teaching, improve different areas of students' abilities including self-directed learning, problem-solving, collaboration and stimulus interaction in the classroom.

Development of Major Renewed Emphases of the Primary Education Curriculum:
We aim at strengthening values education (including life education, national education and national security 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 STEAM 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:
We cultivate students' self- directed learning skills and generic skills through diversified learning experiences and interactive lessons.

Cultivation of Proper Values, Attitudes and Behaviours:
Through positive education, students can learn how to face adversity and meet the difficulties and pressures in life with a positive attitude. By exploring the character strengths, we can build students' physical and mental health, positive emotions, positive engagement, positive relationship, positive meaning and positive accomplishment, so as to move towards a happy life.

Student Support

Whole School Approach to Catering for Learner Diversity:
The school provides diversified teaching strategies and cooperates with all stake holders from policy, culture and measures. Under the inclusive environment recognized by the parents, teachers and students, we provide curriculum tailoring, teaching adjustment, differentiation of assessment, peer counselling and learning groups and others measure to support students with different abilities.

Whole School Approach to Integrated Education:
The school is committed to create an inclusive learning environment, using resources flexibly, implementing effective strategies to cater for the needs of different students and providing high-quality educational services in response to the individual differences of students and special educational needs, such as, early recognition and support for Primary One, Three-tier Intervention Model, curriculum adaptation and diversified teaching strategies, home-school cooperation and the establishment of growth support groups, etc. We enable each student to develop their potential, respect individual learning differences and jointly create a favorable development environment.

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. Providing Summer Bridging Programme for NCS students to encourage the use of Chinese.

Curriculum Tailoring and Adaptation:
To cater to student learning diversity, the school provides Chinese small-group learning and accommodation programmes, alongside Putonghua as the medium of instruction for Chinese Language (PMI) from Primary 2. Other initiatives include differentiated assignments, elements of gifted education, homework tutorials, and after-school remedial classes for Chinese, English, and Mathematics, as well as after-school development and learning support groups.

Home-School Co-operation and School Ethos

Home-School Co-operation:
Our parents are always providing us with great support and are always willing to be volunteers. Our school is committed to promoting parents' education and supporting of parents to nurture their children with care and encourage them to thrive in the best environment which also benefit students' learning.

School Ethos:
Our school strives to provide our students with a caring and harmonized learning environment with parents. Through a series of programs like life education, school-based counseling scheme, after-school learning groups for non-Chinese speaking students, Understanding Adolescent Project, Child Development Fund, Dreams Come True Program to empower our students to meet the challenges in life and to contribute to the society.

Future Development

School Development Plan:
Our school is a learning school. Students also take initiative in learning process. We also cultivate students' generic skills through diversified learning experiences and interactive lessons. We value the use of students in biliterate, trilingual, self-directed learning and promote STEAM education aligns with the worldwide education trend equipping students to meet the changes and challenges in our society and around the world with rapid economic, scientific and technological developments as well as challenges in society of the 21st century to enhance their competitiveness in the future. Also, we strive for excellence and regular sharing with various tertiary institutions.

Teacher Professional Training & Development:
School-based training and workshops are provided for teachers according to the teachers' needs. The Enhancing Learning and Teaching Team and groups are responsible for teachers' professional training and development.

Others

In order to develop students' potential, students are always encouraged to take part in various inter-school competition. The school has enjoyed considerable success in various competitions.
- Hong Kong Youth Music Interflows: Symphonic Band Contest Junior Class Gold Award
- The Schools Dance Festival: Chinese Dance-Upper Primary Highly Commended Award
- Hong Kong Joint School Association: Woodwinds Ensemble, Hand bells and Chimes, Junior Choir, Senior Choir (Gold Award)
- Hong Kong Inter-Area Primary Schools Athletics Competition: Boys C Grade Overall Champion
- Inter-School Table Tennis Competition: Boys Overall 2nd runner-up, Girls Overall 3rd runner-up
- Hong Kong and Macau Mathematical Olympiad: Open Contest Excellent Performance



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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. Yeung Mei Hay May	Ms. Chan Pui Shan	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	Strive for personal best and spread love	2000	Chinese	School Bus	About 12000 Sq. M
Through-train Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
Tung Chung Catholic School					
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	\$450	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	6	2	2	Wireless network has been set up in classrooms.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Prayer Room, Music Rooms, Art Room, English Learning Centre, STEAM Innovation Lab., Computer Room, Multimedia Learning Centre, General Studies Room, Student Guidance Office and Meeting 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			50	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
88%	100%	30%	78%	21%	25%	54%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	3	5	4	4	5	5	26
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	3	4	5	5	4	5	26
Mode of teaching at different levels	Language-rich environment policy is implemented in English lessons. Putonghua is the medium of instruction in Chinese Language lessons in some classes in P.3 to P.6. English elements are added in Mathematics / GS / Science / Humanities in some classes in P.1 to P.6.							
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	To minimize the pressure from the exams, we emphasize students' continuous effort. Hence there are continual assessments with a focus on students' coursework, learning attitude and performance in project learning.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	According to students' academic performance. (P.3 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	10	35 mins	8:05 AM	3:30 PM	1:00 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Lunch Supplier provides lunch with less salt, less sugar, less oil and high-fiber for students. In order to keep students' health in good condition, we encourage students to do exercise through physical fitness. Students participate in activities like skipping during recess.				

Life-wide Learning

Professional itinerant tutors are employed to organize various extra-curricular activities after school, e.g. Sports Teams, Athletics Team, Swimming Team, Chinese Dance Team, Cheerleading Team, Taekwondo Team, Choir, Orchestra, Handbell Ensemble, Choral Speaking Team, English Drama Team, Junior Reporters, STEAM Team, Visual Arts Team, Uniform Teams and Junior Pioneers of Christ, etc.

School Mission

The school has realized the through-train education mode advocated by EDB. The through-train curriculum ensures continuity and consistency across different learning stages. With emphasis on students' learning process, individual learning mode and interests, students can get successful learning experience in the school.

School Characteristics

School Management

School Management Organisation:

Based on the philosophy of Hong Kong Catholic Diocesan Schools Council, the principal, vice principals and executive teams lead all different departments to establish the school development goals and policies.

Incorporated Management Committee / School Management Committee / Management Committee:

The members of the Incorporated Management Committee include the representatives of the sponsoring body, supervisor, the principals of primary and secondary sections, independent people and representatives of teachers and parents. The duties of School Executive Committee are:

1. Reviewing the school goals.
2. Evaluating the school policies.
3. Monitoring the School administrative practices.

School Green Policy:

The green policies are as follows:

1. Energy saving and waste reduction.
2. Green campus.
3. Using garbage disposal equipment to make fertilizer for the plants in the school garden.
4. LED tubes were installed in the school premises.

School's Major Concerns:

2025-2028 Major Concern:

1. Enhancing Students' Character and Learning Qualities
 - (1) Objective 1: To strengthen the cultivation of students' values and moral sentiments
 - (2) Objective 2: To cultivate students' habits of self-directed learning
2. Fostering Students' Positive Values and Practicing a Healthy Lifestyle with Catholic Education as the Core
 - (1) Objective 1: To nurture a 'TCCS Student' who knows how to love and care
 - (2) Objective 2: To create an empathetic school culture

Learning and Teaching Plan

Learning & Teaching Strategies:

As a through-train school, more flexibility is allowed for developing a twelve-year curriculum with consistency and continuity. This also relieves students' pressure when being promoted to secondary school.

1. Our twelve-year curriculum emphasizes developing students'
 - ability of using language (English, Putonghua & Cantonese) to communicate effectively;
 - abilities of logical thinking, problem solving & creative thinking;
 - ability of the appreciation of the oriental and western arts and culture;
 - physical health through exercise;
 - communication and cooperation skills;
 - abilities of self-reflection and self-improvement.
2. We use diversified teaching methods like cooperative learning to make the lessons more interesting and cater for students' learning diversity.
3. We enhance students' English through Language-rich environment policy.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Learning activities in different aspects (e.g. service learning, STEAM education and visits) will be arranged in normal school hours.

Development of Generic Skills:

Students' generic skills are to be acquired through learning and teaching in the context of different learning areas, and are transferable to different learning situations. Communication skills, collaboration skills and creativity are to be developed in language subjects. Thinking skills and problem solving skills are to be developed through Mathematics while Project learning, critical thinking and study skills are to be developed in Humanities and Science.

Cultivation of Proper Values, Attitudes and Behaviours:

To uphold and pass on the core values to students, as fitting the vision and mission of a Catholic school.

Student Support

Whole School Approach to Catering for Learner Diversity:

To cater for individual learning differences, our school adopts diverse and effective learning strategies.

Whole School Approach to Integrated Education:

Our school has a "Student Support Team" to cater for students with Special Educational Needs through "Whole School Approach". We provide professional support such as homework and assessment accommodation, pre-lesson study classes, etc.

Education Support for Non-Chinese Speaking (NCS) Students:

Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; 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:

To satisfy the learning needs in every key stage, through-train curriculum is planned across the levels.

Home-School Co-operation and School Ethos

Home-School Co-operation:

1. To maintain effective mutual communication and a close relationship between parents and teachers.
2. To implement parent education.

School Ethos:

Founded on Jesus' love, we foster a caring and inclusive environment. Through acceptance and empathy, we inspire growth and nurture core values of integrity, honesty, and appreciation for others.

Future Development

School Development Plan:

Our school's focus is on cultivating students' good learning habits so as to foster responsible students within a constructive school culture. As for teaching and learning, we aim to build up students' bi-literate and trilingual abilities. To foster whole person development, students' talent in STEAM, Music, Physical Education and Art are showcased in order to boost their confidence.

Teacher Professional Training & Development:

Teachers' development day, lectures, workshops and sharing sessions especially on the five core values of Catholic education, ways to enhance students' higher-order thinking skills and cater for students' learning diversity are organised regularly to enhance the profession of teachers.

Others

Scholarship for the students who get outstanding performance in both academic and morality.

Scholarship for the students who get outstanding performance in Chinese Language, English Language and Mathematics.



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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	Mr. Chan Kin Fai Marcus	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					60%
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	Love God and People, Kindness, Obedience, Diligence	1965	Chinese (incl.: Putonghua) and English	-	About 2000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-					
			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Pledged School	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$40	Fees for special purposes: \$300 each year.	N.A.

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
6	2	1	1	Holy Family Garden.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
STREAM Room, multi-function room, counselling room, and student activity centre.				Ramp, Accessible lift, Accessible toilet and Tactile guide path plan.

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

Number of teaching posts in the approved establishment			16	Total number of teachers in the school		19
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%	44%	87%	31%	16%	53%

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	1	1	1	1	1	6
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	1	1	1	1	1	6
Mode of teaching at different levels	Our school focuses on a small-class approach with learner-centred teaching. Through the "Learning-through-Playing" teaching model, students are encouraged to discover more, think more and put their learning into practice in their everyday lives.						
Remarks	N.A.						

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)	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					Yes
Diversified Assessment for Learning	We have various modes of formative assessments such as class activities, project learning, cross-curricular learning, portfolios etc. Feedback from teachers regarding knowledge, attitudes and skills enhances students' learning effectiveness.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	N.A.				

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	10	30 mins	8:10 AM	3:20 PM	12:40 PM - 1:35 PM
Lunch arrangement	Healthy school life		Remarks		
Arranged by parents.	The 'Bright Smiles Campus' school-based programme, Sports Day, Joyful Fruit Day and the Morning Exercise Campaign have been held to encourage student engagement in sports and to cultivate healthy eating habits.		1. Promote parent volunteering and provide parenting education to strengthen children's positive development. 2. Run dedicated reading time every day. The Library is open after school to encourage students to read and to promote learning autonomy. 3. Encourage students to care for one another, including the Prayer Angels and Big Brothers and Sisters schemes.		

Life-wide Learning

The school has Multiple Intelligence Academy. It provides courses such as Little Artists, Picture Book Creation Course, Drama Training Course, Percussion, Chinese Debate Course, Olympiad Mathematics, Badminton Team, Athletics Team, Football Team, Judo, Rugby team, and Coding. Every year, the school will arrange cross-curricular activities such as STREAM programmes, theme-based learning weeks and Chinese Cultural Day.

School Mission

Our school is committed to the development and promotion of Christian principles with a focus on the virtues of love, obedience and diligence. With the support of dedicated parents and the use of diversified teaching methods, we aim to help students cultivate a healthy attitude towards life, enabling them to become fulfilled and useful members of our society.

School Characteristics

School Management

School Management Organisation:

We have established an Incorporated Management Committee (IMC). School policies are developed and executed by the Administration team. Through team discussion, parents and teachers are consulted to plan school development.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee has been established. For information about the managers, please refer to the school website.

School Green Policy:

1. We have 'class fields' to promote a green culture in the school and develop pupils' interest in growing plants.
2. There is a Holy Family Garden for students to experience and practise gardening - blending spiritual and agricultural cultivation.

School's Major Concerns:

1. To let students step out of the classroom, unleash their talents and enhance their learning effectiveness.
2. Put the spirit of HFS (H:Helpful, F:Faithful, S:Studious) into practice and become an outstanding HFSese.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. To improve students' resilience and their ability to solve difficulties using positive thinking.
2. To enhance students' sense of accomplishment and their self-management abilities.
3. To construct mobile classrooms to enhance students' interest in learning.
4. To increase students' sense of belonging and pride in Peng Chau.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. To strengthen values education, life education, national education and national security education through school curriculum and learning activities.
2. Optimise the school timetable so that students can make good use of all learning time to practise life-wide learning models.
3. In view of students' learning ability and progress, support teachers provide in-class support to cater for the learning diversity of students.
4. Construct mobile classrooms and let students make good use of the community and school environment for cross-curricular learning.
5. We have various modes of formative assessment such as class activities, project learning, cross-curricular learning, portfolios etc. Feedback from teachers on knowledge, attitudes and skills enhance students' learning effectiveness.

Development of Generic Skills:

Our school-based curriculum aims to develop students' generic skills. Based on the characteristics of different subjects, various programmes are provided. Students also consolidate their learning experiences through participating in diversified lesson activities, theme-based learning and project learning.

Cultivation of Proper Values, Attitudes and Behaviours:

1. Through diverse activities, students are nurtured to understand the Catholic core values and the latest values education from the Education Bureau.
2. Optimise the school-based reward and discipline programme to enable students to understand the importance of self-management.

Student Support

Whole School Approach to Catering for Learner Diversity:

We have a whole school-based support scheme to serve students with different learning needs. Under the scheme, we cater for student diversity, and provide early identification and diagnosis of students' learning difficulties, group and individual training, and school-based speech therapy to take care of students learning diversity.

Whole School Approach to Integrated Education:

To support students with special educational needs, we provide: a school-based Educational Psychology services; teaching and assessment adjustments; remedial learning groups; training in social skills; music therapy group, Enhanced School-based Speech Therapy Service; individual education plans; and opportunities for parents to share experiences and parents lecture.

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. We provide Chinese enhancement classes for non-Chinese speaking students to enhance their interest and ability in learning Chinese.

Curriculum Tailoring and Adaptation:

We have an after-school homework tutorial class, after-school care programme co-organised with social welfare organisations, intensive and remedial classes, and 'settling in' classes for recently arrived students. Chinese classes for non-Chinese speaking students are tailor-made to cater for learning diversity.

Home-School Co-operation and School Ethos

Home-School Co-operation:

To strengthen home-school cooperation, we arrange parents' days, a parents' volunteering team, seminars, workshops, education programmes and regular family day picnics.

School Ethos:

1. We foster a school ethos of decency and harmoniousness, focusing on moral education. We integrate guidance, discipline and spirituality to promote the spirit of Jesus's love.
2. We develop students' moral values through religion and cooperative learning to nurture a strong sense of team spirit.
3. We endeavour to guide students in serving society and to develop a sense of care for their community through volunteering activities.

Future Development

School Development Plan:

1. Cultivate students' active and engaged learning attitude, develop students' talent, and encourage them to practise what they have learned in daily life.
2. Put the spirit of HFS (H:Helpful, F:Faithful, S:Studious) into practice and become an outstanding HFSese.

Teacher Professional Training & Development:

1. Join support schemes from the EDB and various other organisations, school-based teachers' development days and workshops to reinforce teachers' professional skills.
2. Establish a culture of professional sharing during collaborative lesson planning and lesson observation to enhance learning and teaching effectiveness.

Others

1. Starting from the 2026 Secondary One Admission (SOA), our school's secondary school placement net will officially be adjusted to the Wan Chai District School Net (Hong Kong Net 2).
2. The ratio of teachers to students is relatively high, giving students an ideal level of care and attention.
3. We utilise the natural environment around us to encourage flexible "mobile classroom" learning.
4. We promote the BYOD and Knowing More About IT Programme to enhance e-learning.
5. To develop students' creativity and potential through drama education.
6. We enrich students' learning experiences and widen their horizons through a broad range of different activities.
7. Students develop their potential through various school team training and competitions.
8. Cultivate English ambassadors to create a positive language and cultural environment.



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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. Yuen King Hang Alan	Ms. Lo Oi Yu	Not yet 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					Not Applicable
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 Council Limited	Not to be served but to serve	1993	Chinese	Nanny van	About 5015 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
-	-	\$50	\$400	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
18	2	1	1	Chapel, Basketball Court, Wei Lun Sunshine Garden, Prayer Corner.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Computer Rooms, Music Rooms, Visual Art Room, General Studies Room, Chinese Room, English Room, Multi-purpose Room, Small-class Teaching Rooms.				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			36	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
98%	100%	48%	73%	22%	20%	58%

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	3	3	3	3	3	18
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	3	3	3	3	3	18
Mode of teaching at different levels	Small class teaching, pull-out group teaching.						
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)	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	Formative assessments such as project learning, class activities and performance task, 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	P.2-P.6: Teaching Chinese in Cantonese or Putonghua Chinese Group Teaching; P.5-P.6: Chinese / English Group P.2-P.3: Chinese Small Group Teaching (Pull-out); P.1-P.4: Non-Chinese Speaking Students' Chinese Class (Pull-out).				

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	8:15 AM	2:55 PM	12:25 PM - 1:15 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Eat smart, physical health, Green School. Healthy Campus Series: Chill and Thrill at Wei Lun.		Morning Reading: Mon.–Fri. mornings. Experiential Learning: Tue.–Thu. afternoons. Multiple Intelligences (MI) Classes: Fri. afternoons. Life-Wide Learning: Theme Days, Chinese Culture Day, English Day, Mathematics Week, Gospel Day, Educational Camps, and Cross-Curricular Reading. Talent & Leadership: Leadership, School Teams, Math Olympiad, Gifted Ed, Digital & Tech, and Class Management. In-class remedial and counseling activities.		

Life-wide Learning

STEAM (Science Exploration, Programming, Lego Robotics)
 Sports (Athletics, Ball games, Swimming, Dancing)
 Performing Arts (Choir, School Band, Handchimes & Handbells, Chinese Drums, Drama, Verse speaking)
 Service (Cub Scouts, Boys' Brigade, Worship Team, Junior Police Call, Community Youth Club)
 Academics (Math Olympiad, Debate, Programmes for the Gifted, Project Learning)
 Arts (Arts Classes, Chinese and Western Instruments Classes)

School Mission

We are a Christian school that fully embraces the Anglican ethos inherited by the Hong Kong Sheng Kung Hui, which forms the basis of the curriculum design and implementation for the nurture of the next generation. We provide holistic education for our students by taking the Christian value as an essential element in the entire school curriculum. For this reason, students are required to attend all lessons, school events and educational activities provided by our schools.

School Characteristics

School Management

School Management Organisation:

School Management & IMC Composition:

Managed by the Anglican (Hong Kong) Primary Schools Council Limited, the IMC and the Principal oversee daily school operations. Various administrative, subject, and functional committees drive school management and teaching.

Incorporated Management Committee / School Management Committee / Management Committee:

Composition of the IMC:

The IMC consists of 15 members: 7 Sponsoring Body Managers, 1 Independent Manager, 1 Ex-officio Manager (the Principal), 1 Teacher Manager, 1 Parent Manager, 1 Alumni Manager, 1 Alternate Sponsoring Body Manager, 1 Alternate Teacher Manager, and 1 Alternate Parent Manager.

School Green Policy:

Eco lunch, Paper Recycling, Green School.

School's Major Concerns:

1. To continuously develop school-based curriculum for each subject to improve student's self-directed learning.
2. Value Education: Develop students with moral values and persistence to face challenges.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Formative Instructional Practice (Assessment for learning).
2. Active Participation & Collaboration through Co-operative Learning and Self-directed Learning (Group co-learning and inter-group mutual learning).
3. Self-directed Learning through e-learning and high-order thinking skills.
4. Catering for learner diversity through differentiated instructions.

Development of Major Renewed Emphases of the Primary Education Curriculum:

To accommodate the latest developments in primary school education curriculum, the school has rewritten its timetable to create more learning time and space for students. Special class time is assigned each week to provide flexible and non-regular courses that aim at strengthening students' values education, career planning, cross-curricular learning and reading, and promoting the comprehensive development of students' lifelong learning abilities.

In terms of curriculum, the school has designed a three-tiered interdisciplinary STEAM curriculum to cultivate students' scientific research interests comprehensively. Aiming at providing students with diversified, lively, interesting and dynamic experiential learning opportunities, the school also uses the Life-wide Learning Grant to organize more out-of-classroom activities for them. Values education is also promoted from the aspects of "Intellectual, Emotional, Volitional and Behavioural" dimensions.

Development of Generic Skills:

Nine types of generic skills: collaboration skills, communication skills, creativity, critical thinking skills, information technology skills, numeracy skills, problem-solving skills, self-management skills and study skills.

Cultivation of Proper Values, Attitudes and Behaviours:

1. Through life-wide learning activities, students can experience different learning tasks and carry out value education from "Intellectual, Emotional, Volitional and Behavioural" dimensions.
2. Keep the core values of "Clover Star" to develop students' values and attitudes such as self-discipline, perseverance, empathy, and caring.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. Set up Student Support Team / School Guidance Teacher and School-based Educational Psychologist.
2. P.2-P.5 Remedial classes.
3. Provide extra training & special test and exam arrangement for students with special needs.
4. P.2-P.3 Chinese Pull-out class, P.5-P.6 Chinese / English Group Teaching.
5. Gifted learning groups for each subject.

Whole School Approach to Integrated Education:

1. Set up Student Support Team.
2. Hire external organisations to provide services for students in need.
3. Hire extra teachers to conduct small group activities.
4. Storytellers help students in need during recess.

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.

1. P.1 Adaptation Programme;
2. P.1-P.4 Summer Bridging Programmes for Non-Chinese Speaking Students;
3. Secondary 1 Bridging Support.

Curriculum Tailoring and Adaptation:

Provide tailored curriculum and modify homework for students with special educational needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The PTA activities such as volunteering and workshops not only support the school development, but also strengthen parent-school communication.

School Ethos:

1. Strong sense of belonging & close teacher-student relationship;
2. Rich religious atmosphere, simple and pure;
3. Enjoyable school life with active participation;
4. Strong home-school cooperation.

Future Development

School Development Plan:

1. Develop school-based curriculum to enhance students' self-directed learning.
2. Promote value education, and equip students with positive learning attitude.

Teacher Professional Training & Development:

Staff Development through school-based training programmes by EDB or other professional bodies to enhance effectiveness of learning and teaching.

Others

1. Mainland and Overseas Exchange Programmes.
2. PTA Scholarship for Outstanding Performance in Sports / Arts / Music.
3. PTA Scholarship for Outstanding Non-Chinese Speaking Students.
4. Sister School Exchange Programmes.