



Primary School Profiles 2026

Sham Shui Po District

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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. Wong Shun Ki Aaron	Ms. Lau Sherlene	Established	Aided Whole Day	Co-ed	Protestantism / Christianity
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Kowloon Tong Church of The Chinese Christian & Missionary Alliance	The fear of the Lord is the beginning of wisdom, and knowledge of the Holy One is understanding. (Proverbs 9:10)	1965	Chinese	Nanny van	About 2410 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	\$350 (To increase the school's English Education resources.) 2025-2026	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	2	2	Car park. The whole school is fully air-conditioned and has a central audio-visual system. Electronic white board is installed in each classroom. Smart Library system.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Source of Thought (VR Cave), Discovery Space, Computer Rooms, Music Rooms (STEAMROOM), English Rooms, Counselling Rooms, Activity Room, Happiness Recharge Rooms, English Cafe, Dancing Room and Small Group 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				50	Total number of teachers in the school		53
Qualifications and professional training (%)				Years of Experience (%)			
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above	
100%	100%	51%	57%	19%	17%	64%	

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	4	4	4	4	4	24
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	2	4	4	4	4	22
Mode of teaching at different levels	P.1-P.3 Space Town Program; P.1-P.5 Brain Booster; P.1-P.6 tutorial; P.1-P.5 After-school Homework Tutorial Classes. P.3 and P.6 special agent classes are offered. In the afternoon, there are limitless potential lesson, Multiple Intelligences Class, Values and Moral Education. P.1-P.6, interdisciplinary STEAM and Chinese cultural courses are provided. STEAM cross curriculum and ASCEND lesson.						
Remarks	- To support students with special learning needs, some classes have two teachers co-teaching the main subjects. - To assist non-Chinese-speaking students in adapting to life in Hong Kong, there are after-school Chinese language classes available. - In P1, there are bilingual class teachers.						

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)	3	Number of exam(s) per year (P2 to P6 only)	3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies					Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders					Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	Formative and summative assessments with different modes of assessments (e.g. written assessments, classroom observations, web-based assessments, performance assessment etc.), different parties are involved (e.g. self/peer/teachers/parents) and different strategies are organized.				
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	Key stage 1:Gender and other performance. Key Stage 2:Academic, BYOD and other performance				

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:15 AM	3:15 PM	12:45 PM - 1:45 PM
Lunch arrangement	Healthy school life		Remarks		
Arranged by parents and school lunch supplier, selected by PTA.	Multiple awards for 'Hi-Five student engagement Award' and 'Healthy Eating in Schools'; received the Quality Certification for the Catering Program; Silver Award for Healthy Schools; served as a model school for Healthy Schools; promoted the Sports Incentive Program, established a culture of anti-drug prevention, and advanced the 4Rs mental health charter, among other initiatives.		Daily reading & exercise session in the mornings; weekly lessons on life education, library skills, Putonghua, IT and extra-curricular activities; life-wide learning for all subjects; opening of libraries and IT Rooms before and after school, and during recess. School has additionally added an ASCEND, English musical Class, English ukulele Class, English Café activity and swimming Class.		

Life-wide Learning

Our school emphasizes unlocking students' potential and provides diverse opportunities for students to showcase their achievements. Cross Boundary Learning Activities, community visits, school picnic, charity activities, sports day, swimming gala and interest groups including CYC, The Boys' Brigade, school choir, music busking, fellowship, verse speaking, track and field, Information Technology, Mathematics Olympiad, dancing, handbell, musical instruments, chess, ball games, handicrafts, campus TV station, Taekwondo, rope skipping, fencing, English physical activities, programming, STEAM activities etc.

School Mission

Our school offers students a whole-person education based on Christianity and the EDB Primary Education objectives. We aim to provide students with a pleasant learning environment so that their potentials are fully realized. We also aim to equip students with I.T. knowledge, biliteracy and trilingualism skills and an aesthetic the appreciation for art and culture.

School Characteristics

School Management

School Management Organisation:

Since implementing school-based management in 1999, our school has established a system to enhance the management of operations, resources, and development planning. To promote quality education and excellence, the school development committee has adopted a tailored management framework. The formation of the Parent-Teacher Association in 2000 and the Alumni Association in 2005 has enabled collaboration among teachers, parents, and alumni for the improvement of our school.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee (IMC) was established in the 2008/09 school year to facilitate the implementation of school-based management. The establishment of the IMC provides our school with flexibility and autonomy in school operations and resource management.

School Green Policy:

Our school has devoted considerable effort in developing the 'Healthy Schools' Program. A series of measures such as setting up a waste categorization system and promoting energy conservation and waste reduction have been implemented. Under the Green School Project, Environmental Ambassadors take measures to raise environmental awareness among students.

School's Major Concerns:

1. Students can comprehensively apply the required abilities to meet the "Alpha Generation".
2. To nurture students to become a healthy new generation with both talent and moral integrity.

Learning and Teaching Plan

Learning & Teaching Strategies:

Following closely the education reforms, a range of school-based curricular have been organized and implemented in our school. Through participating in cross-curricular activities, cross boundary learning activities, project learning, internet and intranet learning, e-learning and the drama programme, students' generic skills and biliteracy and trilingualism skills are fully developed.

Development of Major Renewed Emphases of the Primary Education Curriculum:

We offer interdisciplinary courses that integrate Chinese culture with diverse multimedia reading, utilizing information technology and SCAMPER innovative thinking tools for inquiry-based learning and practical experience. Our focus on STEAM education enhances students' scientific thinking and language skills. The school emphasizes values education, systematically promotes life education, and strengthens national security education to help students grasp current developments and history. Additionally, we prioritize the balanced development of students' physical, mental, and spiritual well-being by providing English, physical education, and arts classes, along with foreign coaches. We effectively utilize subsidies to offer varied learning activities, including Chinese Culture Day, Mental Health 4Rs Reading Day, and Internet of Things Programming, enriching the overall learning experience.

Development of Generic Skills:

Our school promotes in-depth learning and develops students' generic skills through a wide range of learning activities, workshops, project learning, and physical aesthetics and art activities.

Cultivation of Proper Values, Attitudes and Behaviours:

Our Value and Spiritual Education is a combination of value education and spiritual education. Through storybooks, movies and bible stories, students are able to recognize, experience, understand and hence, put their learning into practice in their daily lives. Our school was given the 2022/2023 Hi Five Student Engagement Award Scheme Honorary Award which ensures our positive and caring school atmosphere.

Student Support

Whole School Approach to Catering for Learner Diversity:

Our school has implemented a comprehensive range of support services and guidance to address the diverse learning needs of students. We have developed a three-tier school-based model for gifted education to identify students with dual exceptionalities and nominate potential candidates for advanced out-of-school learning programs, thereby fostering their strengths and intellectual development. Additionally, we provide stratified instruction, speech training, school-based educational psychological services, a pre-secondary bridging course, and tailored support programs, along with adjustments for homework and examinations. Before the start of the school year, there will be P1 adaptation programme and P1 English course (taught by Net teachers).

Whole School Approach to Integrated Education:

The Student Support Team has been set up to implement the whole-school approach policies on catering for student diversity. Various programs such as remedial classes and after-school support services are in place to enhance learning effectiveness. We provide students with individual and group training and guidance. Our teachers and the school-based educational psychologist hold regular meetings to discuss different cases and offer support to students.

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

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

Curriculum Tailoring and Adaptation:

To address learner diversity, develop thinking skills and learning strategies, and foster positive values, we implement the following measures: Differentiated teaching is practiced in the lower primary Chinese curriculum, alongside a differentiated school-based English reading and writing scheme. An inquiry-based approach is used in Mathematics to enhance students' generic skills. We have also introduced STEM education in General Studies and Coding in the Limitless Potential Class. Life education is employed to instill core values, while cross-curricular activities support multiple intelligences. Additionally, we offer enrichment and remedial programs to meet diverse learner needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Our aim is to promote our school-based parent education curriculum and activities, develop school-based parent education resources, and establish a positive parent education culture in the long run. Schools are advised to capitalise on their own resources and other resources to develop school-based parent education programmes as appropriate and promote parent education continuously in the long run. Parents agree with our school mission. They fully support the development of our school and enthusiastically participate in home-school activities. Both parents and the school collaborate with each other to nurture our students and contribute to the school society.

School Ethos:

Our goal is to enhance our school-based parent education curriculum and activities, develop relevant resources, and cultivate a positive culture of parent education over the long term. Schools are encouraged to leverage their resources and others to create appropriate school-based parent education programs and promote ongoing parent involvement. Parents align with our school mission, fully supporting its development and actively participating in home-school activities. This collaboration between parents and the school fosters student growth and contributes to the school community.

Future Development

School Development Plan:

Our school firmly believes that students are capable of creating their own futures. To that end, we are committed to equipping them with the skills and qualities necessary to become effective leaders who can navigate a rapidly-changing world. We strive to develop students who are F-Flexible (able to adapt to changing circumstances and embrace new challenges with confidence), U-Unafraid (unafraid to do what is right even in the face of adversity), T-Tender (with a deep capacity for empathy, compassion, and kindness), U-Unique (empowered to discover and develop their distinctive qualities to achieve their full potential), R-Reflective (taking time to evaluate their experiences and seek out new ways to grow and develop), and E-Eager (possessing a constant enthusiasm for learning and an eagerness to explore new ideas and perspectives). Together, these qualities will enable our students to become the future leaders that our world needs.

Teacher Professional Training & Development:

Our teachers are committed to continuous professional development and reflection, which is why we have implemented the "T-Standards+" program. Through this program, our teachers reflect on their professional roles and plan for ongoing development.

Others

Our school development includes nurturing student's English proficiency and positive education, implementing national education and value education, and fostering kinesthetic and musical potentials. We have several Native-speaking teachers (NETs) in our school. They are responsible for different English activities and are also primary one class teachers (Each P.1 class has two class teachers: Putonghua teachers and Nets). Moreover, we have developed the English café activity as a whole-school rewarding scheme.



School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Prof. Chan Ying Shing	Dr. Cheng Ka Po Shirley	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					87%
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	YOU SHALL KNOW THE TRUTH AND THE TRUTH SHALL MAKE YOU FREE	1911	Chinese (incl.: Putonghua) and English	School Bus	About 6016 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
-	-	\$30	Capacity Enhancement Grant \$500 is used to employ an ELTA in oral and reading lessons.	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	School provides a counseling room for speech therapists, educational psychologists, occupational therapists, and play therapists to provide services.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Campus Theatre, TV Station, Ceramics and Visual Arts Room, Science Room, Music Room, English Room, Space Room, School History Room, Reading Room, Parent Teacher Association Room, Climbing wall, History Gallery, Game 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				59		Total number of teachers in the school		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%	37%		70%		32%		24%		44%	

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		Students whose academic achievement is below average are offered with various remedial courses on Saturdays and before and after regular lesson time. From P.1 to P.2, Chinese is taught in Putonghua. From P.3 to P.6, Chinese is taught in Putonghua in two classes at each level.								
Remarks		It is scheduled to start from 8:10am to 3:30pm, from Mon. to Thur. and there are Uniform-team activities from 2:45pm to 3:30pm. Students go to school from 8:10am to 2:10pm on Fri. The lunch time is from 12:45pm to 1:25pm.								

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	Each subject utilizes AI and E-learning tools for evaluation. Chinese and English subjects with oral and listening assessments and book reading assessments. Mathematics and Science subjects incorporate practical assessments or experiments. Physical Education uses learning portfolios, while Humanities and GS subjects utilize group-based thematic workshops.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	P.1 students are randomly distributed. P.2 students with higher academic achievements are admitted to Class B & D. P.3-P.6 students with higher academic achievements are admitted to Class B, D, E accordingly. Chinese is taught in Putonghua in P.1-P.2, and Class B & D in P.3-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	11	30 mins	8:10 AM	3:30 PM	12:45 PM - 1:35 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Positive Education & Personal Growth Education and CLAP@JC, In Sport Act Award Scheme, Mental Health Month - "Fit" Mental Wellness Promotion Project, Environmentally friendly lunch pack, fresh food distribution, hold Inter-class Cleaning Competition, physical health talks, Parents' Health Courses, etc.		Reading and sharing of books, moral and discipline education. Teachers guide students on their homework in tutorials from Mon to Fri. Students choose their favourite extra-curricular activities from Mon to Fri. Worship assembly and life education in every Fri.		

Life-wide Learning

Extra-curricular Activities: Cambridge English, Chinese and English Drama, Creativity Writing , Phonics, English Recites, Maths Olympiad, Computer, Chinese Dance, Modern Dance, Taekwondo, Ball games, Track and Field, Swimming, Archery, Fencing, Baseball, Ceramics, Painting, Choir, Wind, String, Percussion and Chinese Instrumental Music, Christian Fellowship, Cub Scouts, Girls' Brigade, Flag-raising team, Environmental Protection, Planting, Creative Science and various activities related to Physical and Arts Education.

School Mission

1. Students have all-round development opportunities in terms of morality, intelligence, physical fitness, aesthetic sense and spirituality.
2. Develop students' ability to think, explore, innovate and adapt. Enhance students' learning ability, teach students in accordance with their aptitude and individual differences.
3. Through the training and auxiliary work, students develop the spirit of self-love, self-governance and self-discipline. Lead students to know Christ and love the God, people and country.

School Characteristics

School Management

School Management Organisation:

The school is managed by incorporated management committee. Engaged in the essence of running schools by the Church of Christ in China Hong Kong Council, the School Head leads the administrative groups to practise all development targets and policies.

Incorporated Management Committee / School Management Committee / Management Committee:

The school is managed by different participators.

School Green Policy:

There are environmental ambassadors, rooftop gardens, food waste reduction programs, and renewable energy plans.

School's Major Concerns:

1. Communication and Collaboration, Creating the Future of Innovation and Technology
2. Physical and Mental Health, Manifesting Care and Compassion; Resilient Growth, Embracing a Self-Determined Life.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Use of technology and AI tools to promote E-learning and enhance students' self-learning ability.
2. By employing diverse teaching strategies (cooperative learning), we can cultivate students' abilities to collaborate and communicate.
3. Through creative teaching strategies, students are encouraged to develop their creativity and improve their problem-solving skills.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. The school is committed to promoting STEAM education, with a focus on developing aerospace education. It participates in the "Aerospace Education School Network" and uses school-based teaching materials such as "Starry Sky Notes" and "Little Astronaut Selection" to teach students about aerospace. School also promotes a three-day "Creativity Day" for all students, conducting experiments and explorations through hands-on activities. Starting in 2023, the school pioneered the implementation of science courses to enhance students' interest in science.
2. Utilizing AI tools in learning and teaching. The "Poetic and Picturesque" special course of Chinese language uses AI image generation technology to enhance understanding of Chinese poetry. They also leverage AI to assist in oral training and improve writing skills. The computer science subject has established a special AI-based curriculum, and in the music lesson also utilizes AI for music composition.

Development of Generic Skills:

1. Through three full-day creative days a year at all levels, 18 sets of STEAM teaching materials are designed by the school to enhance students' creativity, collaboration, communication and problem-solving skills.
2. Encourage students to learn from practice, experience different learning experiences, broaden their horizons, and cultivate students' research ability and problem-solving ability through project study, all-round learning and overseas exchange activities.

Cultivation of Proper Values, Attitudes and Behaviours:

1. The school actively promotes positive value education and uses the "Feel Love and Dare to Act" school-based teaching materials and curriculum to cultivate students' attitudes of loving themselves and others.
2. Use the school-based counseling activities - "My Growth Mark" personal record book, combined with service learning, mental health activities and adventure activities to allow students to challenge themselves and grow healthily.

Student Support

Whole School Approach to Catering for Learner Diversity:

Through a three-tiered support model, we cater to individual student differences and provide appropriate and diverse support services through resource allocation to enhance student learning effectiveness and help them integrate into school life. We offer enrichment and remedial courses in Chi, Eng, and Maths after school and on Sat. We offer various enrichment courses, including early childhood education, secondary school preparation, and outsourced tutoring services. Our school actively develops gifted education, providing systematic and development courses, and encouraging students to participate in external competitions, where they have consistently achieved outstanding results.

Whole School Approach to Integrated Education:

The school adapts to students' needs, employing diverse teaching strategies to provide appropriate support services for students with different learning needs. The school establishes a regular communication mechanism to discuss strategies related to student support with parents through various channels.

The student support team will arrange for students to receive appropriate support measures based on their learning needs, academic performance, and the suggestions of their subject teachers. These measures include assessment, homework adjustment, test and dictation adjustment, after-school tutoring, support groups, withdrawal teaching, school-based speech therapy, play therapy, occupational therapy, and the development of individual learning plans.

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; 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:

Aimed at catering to student diversity, the policy ensures effective learning for students of varying abilities by flexibly adjusting teaching content, methods, and assessments. Teaching methods and homework load are adjusted according to students' learning progress. A regular mechanism is in place to allow teachers and parents to periodically review the school's homework policy and make necessary revisions.

Home-School Co-operation and School Ethos

Home-School Co-operation:

We believe that mutual understanding is important for establishing a school with love and harmony. PTA aims at promoting home-school co-operation, organizing academic activities and games days with family members, publishing PTA newsletters, promoting Parenting workshops and also contributes valuable feedback for the development of the school as a whole.

School Ethos:

Students are recognized by their pure and honest nature, their willingness to learn and abide by school rules. They would consider the building of a harmonious campus as their first and foremost obligation. Meaningful games and activities during recess are implemented; therefore, students can further strengthen their will power and build up their confidence when they undergo different challenges. By establishing more than 50 items in our extra-curriculum during school days and holidays, the school enriches the learning of students; through various outings and visits during summer vacation, students can gain lots of valuable experiences. Variety shows, performed by students, are organized and held from time to time. Comprehensive learning curriculum allows students to apply their learning through the integration of project learning & life education programme; these are meaningful learning strands that can facilitate students' personal growth through self-learning.

Future Development

School Development Plan:

1. Our school is committed to promoting aerospace education, optimizing school-based aerospace courses, organizing overseas aerospace study tours, allowing students to witness rocket launches firsthand, interact with astronauts, and collaborate with domestic schools to cultivate aerospace talent.
2. Our school continues to develop school-based STEAM education, participating in the Education Bureau's "AI for Empowering Learning and Teaching " Funding Programme, applying AI to teaching in different subjects, developing school-based AI courses, and cultivating students' AI literacy.

Teacher Professional Training & Development:

1. Invite university professors and experts to conduct teacher training sessions to help teachers understand the application of AI in education, improve their STEAM teaching skills, and optimize teaching techniques.
2. Participate in the Education Bureau's school-based support program and learning communities to optimize school-based curriculum and promote teacher professional development.

Others

1. "Disney STEAM Experience" and "Disney STEAM Learning Tasks: " Exploring Land, Sea, and Sky" for P.4-6 and P.1-3 students.
2. A space lab, science lab, history gallery, and stamp corner, to complement the school-based curriculum and provide comprehensive learning opportunities. The space lab displays simulated astronaut suits, rocket models, and more, allowing students to learn about space exploration through a museum-like experience.



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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Father Baudry Gervais Emmanuel Paul J.	Ms. Tse Chi Mei	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					30%
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	To love, care and develop pupils' kindheartedness, moral and beautiful characters	1973	Chinese	School Bus	About 6500 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
30	2	1	1	All classrooms are equipped with computers, interactive smart board and visualizers.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Music room, General Studies room, Art room, computer room, language room, STEM room, Leap Classrooms, Prayer room, Conference room, Multi-purpose Room.				Ramp, Accessible lift, Accessible toilet, Tactile guide path, Accessible public information / service counter and Temporary Refuge Space.

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%	98%	42%	79%	14%	25%	61%	

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	4	5	5	6	5	5	30
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	5	4	5	5	6	5	30
Mode of teaching at different levels	Textbook adaptation, homework tutorial classes, various learning activities to develop pupils' confidence and learning abilities.							
Remarks	Small class teaching in different levels. Native English teachers in P.1-6 English Reading Programme. Using Putonghua to teach the Chinese Language Subject.							

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	No exams in P.1 first semester. Pupils are assessed through formative assessments. For P.2-P.6, there are three exams and formative assessments every school year. Pupils are also assessed using a variety of methods like classroom observations, project learning, writing tasks, self and peer evaluation.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	P.1-P.3 classes are arranged according to pupils' academic and other performance. Elite classed in P.4-P.6						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:10 AM	3:20 PM	1:10 PM - 2:10 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and / or students bring their own food.	Through religious and life education to help pupils develop a positive attitude.		Lunch activities of different subjects are set up for pupils to participate freely after lunch every day. Pupils have reading time and tutorial classes after lunch recess. Various sports or art training and self-refunded classes are arranged after school and on Saturday.		

Life-wide Learning

Religion club, Boys' scout, Brownies, Flag rising team, Athletic team, School Choir, Programming, International standard, Chinese Dance, Hip-hop, Drama, Handbells, Handchimes, Chinese drum, Lion dance, Tennis team, Rope skipping, Badminton, Math Olympiad.

School Mission

Based on the spirit of the Catholic Church, our school is committed to promoting love, care and concern for the society. Through a diverse curriculum, our school promotes the ideas of whole-person education and of life-long learning.

School Characteristics

School Management

School Management Organisation:

Incorporated Management Committee

Incorporated Management Committee / School Management Committee / Management Committee:

Incorporated Management Committee has been established in 2015, committee members include sponsoring body managers, school supervisor, school principal, teacher managers, parent managers, alumni manager and independent manager.

School Green Policy:

Reuse policy, energy saving policy, Student Environmental Protection Ambassador Scheme.

School's Major Concerns:

1. Nurture students' understanding of positive values and attitudes and encourage the upholding of said values.
2. Enhance students' overall self-directed learning capabilities, sense of self-efficacy and autonomy.

Learning and Teaching Plan

Learning & Teaching Strategies:

Life-wide learning programme enriches pupils' learning experiences; develop pupils' generic skills through project learning; promote e-learning to enhance pupils' self learning ability; develop pupils' self confidence and critical thinking skills through artistic education and drama education.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Pupils understand our country and the Chinese culture, and cultivate a sense of belonging and national identity towards our country through national education and national security education; Through project learning and cross-curricular programmes, pupils develop generic skills and inquiry thinking holistically, and learn independently and actively. Through the development of 'Reading Campus'; pupils cultivate interest in extensive reading and develop an active reading habit, and use information and information technology in a rational and responsible manner. Through various sports and arts activities and training, pupils lead a healthy lifestyle, develop personal hobbies and talents, take pleasure in engaging in different communities, and foster interests and essential skills to appreciate aesthetic and physical activities in order to achieve a balanced physical and mental development.

Development of Generic Skills:

Through different learning and teaching strategies, like questioning and project learning, to foster pupils' critical thinking, problem-solving, communicative, collaborative and creativity skills. Through theme-based learning, to help students dive deep into topics and support students' interests to encourage learning.

Cultivation of Proper Values, Attitudes and Behaviours:

To conduct training and workshop on positive education so as to promote positive education and character strength for students, parents and teachers in schools.

Student Support

Whole School Approach to Catering for Learner Diversity:

Small class teaching, Leap class, after school programme.

Different learning activities and peer tutoring scheme to cater for student learning diversity, special arrangements of homework and assessment accommodation.

Whole School Approach to Integrated Education:

Whole School Approach, inter-professional teams work together to promote early identification and intervention to support students with educational needs. By using the Learning Support Grant, we provide appropriate support services and specific measures to students with special educational needs including teaching adaptation, assessment adjustments, tutoring learning groups, social skills training, Enhanced School-based Speech Therapy Service, School-based Educational Psychology Service, Individual Education Plan, etc. We regularly solicit feedback from parents regarding student progress.

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

Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; 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:

After school tutorial class, levelled task sheets, homework and assessment accommodation.

Home-School Co-operation and School Ethos

Home-School Co-operation:

To strengthen home-school co-operation, we have parents' workshops and seminars. Parents offer help in the library, Sports Day, English Day activities, reading programmes and whole school activities.

School Ethos:

1. Develop the pupils' sense of dignity and self-discipline.
2. Promote moral and civic education and embrace the development in the moral, intellectual, physical, social, aesthetic and spiritual spheres of the pupils.
3. Promote mutually supportive relationship between parents and school; organize parents' seminars and activities.

Future Development

School Development Plan:

1. Nurture students' understanding of positive values and attitudes and encourage the upholding of said values.
2. Enhance students' overall self-directed learning capabilities, sense of self-efficacy and autonomy.

Teacher Professional Training & Development:

To enhance teaching and learning effectiveness through co-planning meeting, peer observation and lesson evaluation.

Others

There are a number of scholarships to reward students with outstanding performance in different fields such as conduct, studies, religion, sports and arts.



五邑工商總會學校 Five Districts Business Welfare Association 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. Yan Man Fai	Ms. Cheuk Yee Wa	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
Five Districts Business Welfare Association	Conscientious and Self-disciplined: Equipping students with the knowledge and skills, and appreciating the values of self-discipline.	1957	Chinese	Nanny van	About 2000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
-			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$30	\$350	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
18	2	1	1	There are Climbing Wall, Green Wall, Avenue of Star and Chinese Cultural Corridor. All classrooms are equipped with computers and smart board.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
AI digital classroom, STEAM room, English room, music and dance room, student activity room, visual arts room, library, tutorial rooms, campus TV and game room.				Ramp, Accessible lift, Accessible toilet and Tutorial rooms and speech therapy room.

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

Number of teaching posts in the approved establishment			30	Total number of teachers in the school		32
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%	44%	93%	28%	16%	56%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	1	2	3	2	3	3	14
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	0	1	2	3	2	3	11
Mode of teaching at different levels	1. Small class teaching, cooperative learning and activity-based learning approach have been adopted in P.1-P.6 to help students construct knowledge by themselves. 2. Our school offers Invitational Education (IE) courses which aim to unleash students' potential. 3. P.1-P.2 use Mandarin as the medium of instruction in Chinese lessons, students develop their Mandarin proficiency at an early stage.							
Remarks	Morning tutorial classes, small group English learning classes and courses for elite students are provided in order to cater for students' diverse learning needs.							

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	Different modes of assessment have been adopted, such as summative and formative assessment in academic subjects, students' self evaluation and peer feedback, parents' assessment, project learning and daily observation.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	No streaming arrangement.				

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:00 AM	3:30 PM	1:10 PM - 2:05 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Eye care exercises, Food monitoring program by parents, Sport Act Award Scheme, Straighten Up Campus Campaign, Eat Smart School Accreditation Scheme and seminars about drug prevention, fraud prevention, and physical health.		1. Morning assembly, morning reading and morning stretching exercises are allocated in the morning and lunch time recess activities are allocated in the afternoon. Also, homework tutorial sessions and Invitational Education (IE) courses are allocated in the afternoon. 2. All parents are welcomed to join the morning assemblies, weekly assemblies and monthly award ceremonies.		

Life-wide Learning

In order to develop students' multi-intelligence and holistic person development, school provides over 40 free extracurricular activities for students, all led by experienced tutors. These activities include programming, Mathematics Olympiad, Chinese drama, Chinese & English choral speaking, English writing class, Chinese and Latin dance, break dance, recorder, percussion, violin class, choir, kendama, basketball, football, fencing, rope skipping, track and field events, flag-raising, calligraphy, Junior Police call, Scouts, taekwondo and Community Youth Club, etc.

School Mission

Our school aims at providing a broad and quality education to nurture students with scholarly intellect, fine personality, moral and aesthetic senses and responsibility. The school likewise seeks to provide a dynamic and pleasurable learning environment where students can become self-motivated, hard-working, conscientious and responsible learners.

School Characteristics

School Management

School Management Organisation:

The school has 24 administrative groups and 12 subject groups.

Incorporated Management Committee / School Management Committee / Management Committee:

There are 16 members in Incorporated Management Committee, including nine sponsoring body managers, the principal, two teacher managers, two parent managers, one alumni manager and one independent manager.

School Green Policy:

Our school has promoted Eco life. Besides setting up environmental equipment, we participate different environmental protection activities every year, such as recycling red envelopes, creating sustainable plant pots, hosting environmental talks and Eco-Ambassador Program.

School's Major Concerns:

Theme of the year:

1. To enhance students' self-directed learning effectiveness and unleash their potential in innovation and technology.
2. To promote positive education, enabling students to flourish, realise their full potential and lead a healthy lifestyle.

Learning and Teaching Plan

Learning & Teaching Strategies:

Develop students' generic skills through providing various experiences and opportunities for them, like life-wide learning activities, cross-subject curriculum, STEAM, e-learning and school-based AI curriculum. Through implementation of co-operative learning in small classes, students' high order thinking skill and self directed learning skills are improved.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Strengthen value education, including life education, national education, and national security education.
2. Make good use of learning hours to create space for the balanced development of students' physical and mental health.
3. Enrich learning experiences: Implement project-based learning to develop students' generic skills.
4. Enhance support for students' diverse needs through diversified teaching strategies.
5. Reinforce STEAM education and school-based AI curriculum, nurturing students' media and information literacy.
6. Strengthen cross-curricular learning and reading across the curriculum for developing lifelong learning capabilities and promoting learning and teaching effectiveness.
7. Improve assessment literacy to promote the effectiveness of teaching and learning.

Development of Generic Skills:

Provide diversified learning activities to inspire students' potential and enhance their generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:

Our school has daily assembly and weekly assembly, civil and moral education, life education and other value education activities which aim to develop students' positive attitude and values. Besides, we encourage students to develop a sense of responsibility, gratefulness and appreciation of others through the service programmes and activities. These activities help students acquire the fundamental skills of self-confidence, self-esteem and self-discipline, and also enhance students' good conduct, mutual respect and caring for others.

Student Support

Whole School Approach to Catering for Learner Diversity:

Chinese and English Learning Group, homework sessions, pre-school remedial classes, and extracurricular activities etc. are provided to support learning. School social workers, school-based speech therapist and school-based education psychologist provide professional support for students' personal growth. Big Brothers and Sisters Programme and Peer Tutors Programme are also held to support students in need.

Whole School Approach to Integrated Education:

Our school establishes Integrated Education for the students who are in need with the help of the 3 Tier Support Mode. Student Support Team holds meetings regularly, identify early for the students with special educational needs. Tailor made homework and assessment are set for the students to check the progress and the effectiveness of students. Our school also has different training courses for different students in needs with the help of Individual Education Plan (IEP) to strengthen their different abilities. Our school is keen to collect the views, discuss with our parents and find the best way for our students.

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

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

Graded tasks are adopted in classes to motivate students of different abilities to learn. Different extra-curricular activities and courses are provided to develop students' multi-intelligence.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Our school highly values home-school collaboration and regards parents as essential partners. We have an open campus policy that allows parents and students to participate together in morning assemblies and weekly assemblies. To strengthen parental engagement and address community needs, we regularly organize parent workshops and parent-child activities, designed to enhance parents' capabilities and support both familial and student development.

To further foster effective communication, we have principal-parent tea gatherings, providing a platform for parents to stay informed about school updates and voice their opinions. Our Parent-Teachers Association has won many prizes on outstanding school-parent cooperation.

School Ethos:

1. An honest and simple ethos has been deeply established among the students. Both discipline and guidance are emphasized. We Care Award Scheme and Good Student Award are carried out to reinforce students' positive behaviours.
2. Different kinds of subsidies are provided to students in need. Scholarships are offered to students with good academic result and conduct. Our school has won Love School Award by Hong Kong Christian Service for 18 successive years.
3. The school also has an alumni association to promote connections between alumni and the alma mater.
4. The school's alumni, such as Chief Executive John Lee and Dr. Tsui Yip-Shing, can serve as role models for students.

Future Development

School Development Plan:

1. Enhance gifted education to develop students' potential;
2. Implement school-based AI curriculum for primary one to six students;
3. Implement STEAM, e-learning and coding to develop students' scientific inquiry; information technology and problem solving skills.
4. Implement positive education, develop students' positive attitude.

Teacher Professional Training & Development:

Through co-planning meeting, peer observation and parents' observation sessions, professional training day etc, these activities help promote good teaching practice. Joining both the School-based Support Services and Support Programme help to enhance learning and teaching in a small class environment.

Others

1. Our school won a total of 807 awards in external competitions during the 2024-2025 academic year.
2. Our school has been awarded the Caring School Award for 20 consecutive years. We also received the positive learning school Excellence Award 2025.
3. We implemented the Choral Speaking Program, led by Principal Chung, to cultivate students' recitation skills and confidence, winning a total of 10 awards, including first, second, and third places, at the 77th Hong Kong Schools Speech Festival.
4. We launched the Wish Program, drawing inspiration from alumnus Chief Executive John Lee as a role model, motivating students to pursue their dreams with courage.



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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Rev. Lam Cho Ming	Mr. Choi Wai Kit	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					72%
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	Serving with Joy	1977	Chinese (incl.: Putonghua) and English	School Bus; Nanny van	About 6500 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
-	-	\$20	\$400	Student Card \$40

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	Interactive touch panels, computers and document cameras are provided in every classroom.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
English Language Room, Science Room, Digital Art Room, Music Room, Chinese Culture Room, Small Class Teaching Room, IRTF Room, Student Activity Centre, Multipurpose Activity Room and Prayer 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				31	Total number of teachers in the school		32
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%	42%	93%	6%		36%	58%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	4	1	2	2	3	3	15
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	4	4	1	2	2	3	16
Mode of teaching at different levels	Small class teaching is implemented from Primary 1 to Primary 6.							
Remarks	-							

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		0	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		0	Number of exam(s) per year (P2 to P6 only)		3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	The school uses diversified assessment methods aligned with teaching objectives and provides timely, effective feedback. Assessment covers students' knowledge, attitudes, and skills. From Primary 1 to Primary 2, there are no examinations or tests during the academic year; progress is monitored through a range of assessment methods.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	Students are streamed according to their learning abilities from Primary 4. Remedial teaching is provided for those Primary 4- Primary 6 students with learning difficulties						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:10 AM	3:25 PM	12:40 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	We promote a balanced diet, good reading and sports habits so as to develop the healthy growth of students' "body, mind and soul". Physical Fitness and Sport Act Programs of the Education Bureau are joined to cultivate students' habit of doing sports. Fun Plaza is set during breaks to allow students' activities such as skipping, hula hoop, basketball, table tennis and shuttlecock.		Our school nurtures positive values through morning assemblies, ethics classes and moral education. Programs like the "Monthly Birthday Celebrants", "Smile Campaign" promote a caring culture, while elderly home visits, volunteer services and environmental activities build social responsibility. Through STREAM WEEK, ENGLISH READING DAY and life-wide learning foster scientific inquiry, English proficiency and holistic growth.		

Life-wide Learning

There are extra-curricular activities providing our students with an all-round education and the development of multi-intelligence, e.g. ENG KOL, ENG Puppetry, Dancing, Drama, Handbells, Violin, Vocal music, Embroidery, Shuttlecock Training, Cub Scout, Brownies, Young Pioneer of Christ, Athletics, Badminton, Basketball, Football etc. In addition, there are Mathematical Olympiad, Visual arts and STREAM Elite Training Classes.

School Mission

The vision of our school is to embrace the core values of Catholic education. Our school motto is "Serving with Joy". In a loving environment, we cultivate our students to grow holistically so that they will become responsible, charitable and caring citizens.

School Characteristics

School Management

School Management Organisation:

Catholic Diocese of Hong Kong Catholic Education Office, IMC, the Supervisor, the Principal and different administrative committees.

Incorporated Management Committee / School Management Committee / Management Committee:

The members of IMC include School Sponsoring Body Managers, the Principal, Teacher Manager, Parent Manager, Alumni Manager and Independent Manager.

School Green Policy:

Our school integrates environmental knowledge into all subjects, with a commitment to systematically promoting environmental education across the curriculum. Through lesson examples, project-based studies, and cross-subject activities, students are encouraged to understand and practice the principles of waste reduction, energy conservation, and resource appreciation in diverse learning contexts. At the same time, the school implements greening and energy-saving measures to cultivate a sustainable campus culture, nurturing students to become environmentally conscious citizens with a strong sense of social responsibility.

School's Major Concerns:

Major Concern 1:

Stimulate students' intrinsic learning motivation and cultivate their abilities for independent learning.

Major Concern 2:

Foster FCMS Kids' core values, equipping students to become 21st-century citizens.

Learning and Teaching Plan

Learning & Teaching Strategies:

Through a series of school-wide activities, the school cultivates good moral character and correct values in accordance with the five core values of Catholicism. The school promotes a school-based curriculum in all subjects, emphasizing learning by doing to cater for different learning needs and to develop students' self-learning and higher-order thinking skills. The school aims to provide a language-rich environment and enhances students' creative problem solving and collaboration skills through e-learning.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. To develop students' self-learning ability and make good use of learning time through student-centered approach.
2. To develop school-based Values education programme and enhance students' national identity.
3. To develop STREAM interdisciplinary theme curriculum to enhance students' higher level thinking skills.
4. To optimize the Chinese and English Mathematics and Afternoon Curriculum to learn through doing.
5. To strengthen the media and information literacy curriculum.
6. To implement a school-based curriculum which emphasizes on holistic health - concerning body, mind, and soul.

Development of Generic Skills:

The curriculum of each KLA is infused with the development of generic skills, and through scientific inquiry and STREAM activities, students' spirit of inquiry is cultivated, and students' creativity and problem-solving skills are enhanced; through multiple intelligences activities and school-developed classroom activities, students' communication and assistance skills are cultivated; through the concept of positive education, the Positive Education Award Program and the Talent Show, students' self-confidence, affirmation, and self-esteem are built. Through the Positive Education Award Program and the Talent Show to build students' self-confidence, self-confirmation and pursuit of excellence.

Cultivation of Proper Values, Attitudes and Behaviours:

Through the implementation of a positive education curriculum and a nurturing school environment, the school promotes the five core values of Catholic education and its motto, "Serve the Lord with Joy." The curriculum focuses on cultivating students' positive thinking and building a caring school culture grounded in empathy and respect for others, enabling students to face difficulties and challenges with a positive attitude. Students are also guided to recognise their own character strengths, fostering greater self-identity and self-appreciation, and developing confident and positive values.

Student Support

Whole School Approach to Catering for Learner Diversity:

Gifted students are provided with an internal pull-out program and recommended to participate in the Gifted Academy and University Gifted Program. There are school-based educational psychologists and school-based speech therapists providing professional assessment and treatment services. There are pull-out study group, reading and writing skills enhanced group, attention, emotional and interpersonal group etc to support the SEN students. Homework and assessments will also be adapted for them. The after school tutorial classes are provided for those students with family financial difficulties or special family situation to relieve pressure.

Whole School Approach to Integrated Education:

The school implements Whole School Approach to Integrated Education. Through the establishment of a Student Support Team, various plans and coordination mechanisms have been set up to provide different support services and activities for students in need.

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

Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; 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. Arrange pull-out Chinese language support for less able Non-Chinese speaking students. After-school Chinese classes are provided for non-Chinese speaking students to improve their reading and writing skills.

Curriculum Tailoring and Adaptation:

Each subject group conducts different programs, including English PLPRW and Keys2 programs, and provides school-based curriculum for different subjects, including Chinese picture book teaching, literary language learning, and mathematics problem solving, etc. The STREAM curriculum is implemented in a cross-curricular manner. We use e-learning platforms and flipped classrooms to improve students' self-learning skills. AQP data is used to analyze school papers for "assessment for learning". In order to cater for diverse learning needs of the students, small group teaching is to be conducted in levels of P.5 and P.6 (Chinese, mathematics and English). After-school remedial classes provide extra support for the less-able students among all grade levels.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The school and the Parent-teacher Association work in close cooperation to organize a range of parent lectures and parent-child activities, and regularly holds parent days and symposiums to exchange ideas on raising children.

School Ethos:

The school upholds a sincere and wholesome school spirit, with an emphasis on moral development and the promotion of an inclusive, loving school culture. Various student service roles and uniformed groups have been established to nurture students' willingness to serve others. Father Cucchiara's spirit serves as the guiding ideal for student development: being friendly and amiable, caring for others, conducting oneself with propriety, and learning flexibly.

Future Development

School Development Plan:

1. Develop pupils' positive values and attitudes by promoting justice, love, truth, life and family as our core values.
2. Strengthening the Life-wide Learning activities enriches students' learning experience through life education, environmental education and digital education.
3. Revise assessment policy, to raise learning effectiveness.
4. e-Learning strategies are intelligently applied as we value the use of Information Technology.
5. To actively promote the new model of 21st century learning to enhance students' learning motivation and effectiveness.

Teacher Professional Training & Development:

1. Focusing on teachers' individual professional growth and development, organizing school-based professional development programs. Catering for learners' diversity, self-learning, STREAM and teaching National Security Education, etc.
2. Strengthening the bonds between our school and other educational organizations in order to improve teaching effectiveness through professional sharing and workshops.
3. Peer learning and collaboration is emphasized and facilitated through co-planning sessions, peer lesson observations and post-lesson conferences to enlarge the repertoire of teaching strategies and hence enhance teaching effectiveness.

Others

1. Joint forces with EDB and post-education institute to promote and implement innovative teaching strategies so as to optimize the efficiency in teaching and learning.
2. Expand students' life experience through academic exchange in different places around the world.
3. Guest speakers are invited to hold various workshops for students, teachers and parents.
4. Scholarships and improvement awards for all grade levels.



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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 Chan Pik Wa, Gloria	Ms. Kwan Yuk Fun	Not Applicable	Gov't Whole Day	Co-ed	Not Applicable
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					100%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Government	Be a moral person and embrace learning	1958	Chinese	-	About 4112 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
Tsuen Wan Government Secondary School, Homantin Government Secondary School, Kowloon Technical Secondary School, Jockey Club Government Secondary School			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	-	Learning material Fee (\$60)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	1	1	1	Electronic blackboard, Kinesthetic learning platform, Lift, etc.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
English Room, Computer Room, Visual Art Room, Music Room, Counselling Room, Multi-activity Room, Multi-purpose Room, Playroom, Campus TV, STEM Room.				Ramp and Accessible restroom.

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		46
Qualifications and professional training (%)				Years of Experience (%)			
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above	
100%	98%	40%	82%	2%	20%	78%	

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	3	3	4	4	4	22
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	2	3	3	4	4	20
Mode of teaching at different levels	Small class teaching is implemented from P.1 to P.6. Support service is provided for students with special educational needs.						
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	In Primary One, there are totally three formative assessments in each academic year and no school examinations. For Primary Two to Six, there are three examinations instead. At all levels, students' knowledge, attitudes and skills will be comprehensively assessed through a variety of assessment methods, including practical assessments, project learning, group discussions and presentations.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	For P.1 and P.2, mixed ability grouping is implemented. For P.3 to P.6, class streaming is based on students' academic achievement, with elite classes and enhanced study groups.				

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:15 AM	3:15 PM	1:10 PM - 2:10 PM
Lunch arrangement	Healthy school life		Remarks		
Either provided by contract supplier or arranged by parents.	The school has established a healthy campus policy to allow students to develop healthy lifestyle habits. The school also participated in the "MVPA60 Award Scheme" and "EatSmartschool HK Campaign", and was again awarded the "Eat Smart School".		We focus on whole-person education that cultivates students' active "lifelong learning", advocates "one skill for life" and "a duty per student". Besides, constructing STEAM learning through developing "Butterfly Garden" and participating in the Green Mech Competitions are also stressed. The school also stresses on kindergartens-primary-secondary transition by launching Orientation Day and different programmes.		

Life-wide Learning

Activity groups, enhancement classes and after-school art classes, covering academic, physical education, art, thinking and skill training are set up. Uniform groups include Cub Scouts, Brownies and Flag Raising Team. Featured groups include orchestra and music ensembles, Community Youth Club, Junior Police Call, Student Environmental Protection Ambassadors and Little Journalists. Other activities include Sports Day, school picnic, educational visits, education camps and overseas study tours.

School Mission

The school is devoted to providing universal education and creating a pleasant and enjoyable learning environment for whole-person education.

School Characteristics

School Management

School Management Organisation:

The school-based management is implemented. There are two vice principals and eleven administrative streams to plan and implement school policies.

Incorporated Management Committee / School Management Committee / Management Committee:

The School Management Committee monitors and promotes school development.

School Green Policy:

Pursuing green management, the school emphasizes equally on knowledge and practice. In addition to promoting environmental protection information, School Green Policy is adopted and supported by 'Greening the Campus Campaign' (e.g. setting up environmental planting area at school), energy saving programmes and recycling programmes.

School's Major Concerns:

1. Enhancing teaching and learning and continuously developing students' self-directed learning and inquiry skills.
2. Fostering a positive lifestyle and enhancing students' physical and mental well-being.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Enhance teachers' professional capacities in self-directed learning, e-learning, digital education, STEAM education, and reading across the curriculum.
2. Optimize learning and teaching strategies to cater for students' diversity, and to boost students' learning interest and self-directed learning capabilities.
3. Promote STEAM education to enhance students' ability to explore knowledge and solve problems.
4. Promote a reading culture to elevate students' interest in reading.

Development of Major Renewed Emphases of the Primary Education Curriculum:

The school focuses on building morality, creating space and student learning as its main directions that align with the major emphases in the Primary Education Curriculum Guide. By launching different activities and arranging class time flexibly, all subject teachings are conducted in the morning session so that more time in the afternoon can be used to carry out a variety of life-wide learning activities such as STEAM education, extensive reading and moral education to foster whole-person development. The school also attaches great importance to cultivating students' media and information literacy, enhancing their assessment literacy, taking care of the diversity of students and structurally building their healthy lifestyles. Through organic integration, natural connection and multiple strategies, key points of school curriculum are integrated into the overall curriculum planning and implemented by inside and outside classroom and whole-school participation.

Development of Generic Skills:

The generic skills are developed through formal curriculum and extracurricular activities.

Cultivation of Proper Values, Attitudes and Behaviours:

1. Commit to cultivate students' positive character traits, including positive values, resilience, and a sense of belonging.
2. Optimize the curriculum of Life Education to enable students to learn positive thinking and emotional management.
3. Organize diversified learning activities to enrich students' learning experiences both inside and outside the classroom, create a pleasant and enjoyable school life, and enhance their sense of belonging.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. Early identification of students' special educational needs.
2. School-based Educational Psychology Service and School-based Speech Therapy Service.
3. After-school learning support programme and curriculum adaptation.
4. Comprehensive Student Guidance Service.

Whole School Approach to Integrated Education:

The school uses learning support grant to recruit additional teaching assistants. Teachers work with various professionals such as school social worker, school-based educational psychologist and school-based speech therapist to provide support service for students in need. Homework and assessment adaptation are provided for students with SEN. Homework tutoring classes, interest classes and off-campus learning activities are arranged.

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

Our school provides additional support for NCS students to facilitate their learning of Chinese; providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; organising activities to create an inclusive learning environment in the school; and hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents of NCS students.

Curriculum Tailoring and Adaptation:

To address learners' diversity, curriculum adaptation and homework adjustment are implemented.

Home-School Co-operation and School Ethos

Home-School Co-operation:

1. Parents participate in school development through PTA, SMC and the Trading Operation Committee.
2. PTA Annual General Meeting, Parent-child Picnic, Parents' Interest Class, Talks/Seminars for parents and Parent-child activities are held.
3. Parents volunteer in various school activities and Parent-student paired-reading scheme.

School Ethos:

The school endeavours to nurture students to exhibit self-discipline and to love one another. Programmes are run to encourage students to actualise oneself and to build up confidence. Leadership programmes are organised for potential students. By serving the others, uniform group members can develop a sense of belonging and responsibility.

Future Development

School Development Plan:

1. Strengthen the interdisciplinary learning, e-learning, extensive reading and electronic literacy.
2. Universal gifted education and universal quality education.
3. Nurture students' positive values, facilitate students' diversified development and comprehensive healthy growth.
4. Enhance students' comprehensive understanding of the motherland and reinforce students' national identity.

Teacher Professional Training & Development:

To align with school development plan, school-based training programmes are designed. Teachers are encouraged to attend external courses to enhance their professional development.

Others

Our school has been long-established since 1958 and has nurtured elites for the society with alumnus serving in different positions. To prepare our students for the future, we will continue to provide quality education to every student by addressing moral, intellectual, physical, social and aesthetic perspectives.



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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. Yu Pui Kam Lourdes	Mr. Fong Fu Cheung	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
Hong Kong Catholic Diocesan	Patientia Et Caritas	1960	Chinese	School Bus	About 2000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-				Yes	
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$20	\$400	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	Medical Room, Conference Room, Plantation area, etc.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Multi-function rooms, Campus TV control room, music rooms, English room, STEM Room, etc.				-

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

Number of teaching posts in the approved establishment			46	Total number of teachers in the school		48
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
98%	100%	23%	65%	15%	19%	66%

Class Structure

				P1	P2	P3	P4	P5	P6	Total
2025/2026 school year				No. of classes	4	4	4	4	4	24
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)				No. of classes	3	4	4	4	4	23
Mode of teaching at different levels		Interactive learning activities and learning in groups are focused. Native English-speaking Teacher (NET) co-teaches with local teachers.								
Remarks		There are remedial classes, After-School Care Programme, various services for the students in need.								

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	Three summative assessments each school year (the first examination for Primary 1 is exempted). Diversified formative assessments, which include eAssessment, quizzes, performance evaluation and project learning, collect data of students' performance and learning progress.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	Mixed ability classes from Primary One to Primary Three, streaming classes from Primary Four to Primary Six.						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	7:50 AM	3:25 PM	12:40 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Create a caring school environment which values physical and mental health of students. Life education is promoted to cultivate students' positive values.		1. Enrolled in the 'Bright Smiles Campus' activity of the Department of Health. 2. Enrolled in the sportACT programme of the Leisure and Cultural Service Department. 3. Enrolled in the 'MVPA60 Award Scheme' of the Education Bureau. 4. Enrolled in the "4Rs Mental Health Charter" of the Education Bureau.		

Life-wide Learning

Diversified learning activities such as Young Pioneers of Christ, Flag-guards team, Community Youth Club, Catholic students' meeting, Reporter, Drama team, school choir, Musical Instrument team, Visual Art team, Yuk Ching Charity Trust 'Sunny-side Up' English Programme, English Ambassador, Olympiad (Maths) team, STEM team, Ball Game teams, Swimming team etc., are organized to enhance students' learning experience, stimulate their potential, and promote positive value and attitude.

School Mission

We live by the virtue of our patron Holy Mary and our school motto of "Patientia Et Caritas". Everyone strives to uphold the Christian spirit of loving and caring for each other, and as well as maintaining personal integrity towards life and the society.

School Characteristics

School Management

School Management Organisation:

The school is managed by the Incorporated Management Committee (IMC) which is supported by different sub-committees: Management and Organization, Learning and Teaching, Support to children and School Culture and Children's Development. The school's trading operations are monitored by the School Trading Operations Committee.

Incorporated Management Committee / School Management Committee / Management Committee:

Incorporated Management Committee (IMC) was established in 2014, members of which include sponsoring body managers, teacher managers, parent managers, alumni managers and independent managers.

School Green Policy:

1. Environmental education has always been a key focus of our school. Students and teachers are keen on leading a green lifestyle.
2. We collaborate with environmental organizations to stimulate students and teachers' awareness of environmental protection.

School's Major Concerns:

1. Cultivate in students positive values with Jesus. Nurture students to become virtuous and talented citizens with the sense of national identity.
2. Strive to cater learning diversity. Explore students' potential and talents.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Incorporate STEAM learning in cross-subject learning tasks to enhance learning experiences.
2. Incorporate information technology to enhance interactive learning, introduce BYOD classes, include information technology in curriculum and enhance creativity and problem-solving skills through digital learning platforms.
3. School-based learning programmes are organized to enhance learning: School-based Chinese Writing Scheme, School-based Enhancement Programme for Key Stage One, Mathematics performance assessment, General Studies, Primary Humanities and Primary Science Project Learning, STEAM Education and Coding in Computer Science etc.
4. Broaden students' learning experiences through life-wide learning activities, volunteer work and study tours outside Hong Kong.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Strengthening values education (including life education, national education and national security education) to promote positive thinking;
2. Effectively using learning time to allow balanced physical and mental development; enriching students' life-wide learning experiences and promoting their whole-person development;
3. Reinforcing STEAM education; Nurturing students' media and information literacy;
4. Strengthening cross-curricular learning and reading across the curriculum for developing lifelong learning capabilities;
5. Enhancing assessment literacy to promote learning and teaching effectiveness.

Development of Generic Skills:

Develop high-order thinking strategies to nurture students' communication, collaboration, problem-solving and self-managing abilities.

Cultivation of Proper Values, Attitudes and Behaviours:

Based on our school motto 'PATIENTIA Et CARITAS' and the five core values of Catholicism (truth, justice, love, life, family), we develop a school-based 'Good Counsel Students' which establish their traits. Gratitude, Perseverance, Respect, Endurance, Justice and Loyalty are the theme of the annual value education. Incorporated with these virtues, discipline education and subjects learning encourage students to learn to develop their potential, to love our country and family and to establish a positive attitude following the school motto and the core values of Catholicism.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. Bridging programmes for promoting from kindergarten to primary schools, and from Primary 6 to Secondary One.
2. After-school support activities are organized to address the special needs of the students.
3. Adaptive homework and assessment for students with Special Educational Needs.
4. The Yuk Ching Charity Trust "Sunny-side up" English Programme provides after-school English support for students.
5. "Understanding the Adolescent Project" is organized for P.4 to P.6 students.

Whole School Approach to Integrated Education:

1. The Student Support Team proactively provides appropriate programmes to support students with special educational needs. Supplementary learning plan based on assessment of students' work and progress regarding learning objectives is implemented.
2. Introduce various learning strategies groups to enhance students' adaptability and cater for development 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; 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:

Whole-class and pull-out programmes are in place to enhance students' learning. Whole-school approach is adopted to address the diversified abilities of students.

Home-School Co-operation and School Ethos

Home-School Co-operation:

PTA (Parent-Teacher Association) gives their full support to assist the school in hosting various academic, sports, arts, environmental protection and public welfare related activities. PTA members are also involved in monitoring the commercial activities at school.

School Ethos:

Our school is committed to cultivating students' physical, mental and spiritual development. We also assist in developing students' positive values by using a school-based moral framework. Learning tasks in lessons and activities are based on the theme of the year which aims to strengthen students' morals. Students learn positive values and practise them in their school life. In addition, there is a strong religious atmosphere at our school. Students learn from the values of Jesus Christ and establish a culture of mutual love and help. Students show these characteristics by regularly participating in charity and environmental protection activities. Through outbound study tours, school-based special experiential learning programme, comprehensive counselling activities and award schemes, students are encouraged to strive for self-improvement, realize their full potential and develop an inner spirit of kindness and patience.

Future Development

School Development Plan:

Our long-term goal is to prepare our students to excel in their studies and their attitudes. We hope that our graduates are well-equipped with the core values of Catholic Education. Our short-term is to develop students' self-learning abilities, enrich their learning experience, develop enthusiasm in sports and art. We strive to nurture their faith in Catholicism and a balanced development of their body, mind and soul.

Teacher Professional Training & Development:

1. Participate in different learning and teaching support programmes to enhance teachers' understanding of curriculum development.
2. School-based teachers' professional development and training workshops are well-planned and organized to promote teachers' professionalism.
3. Teachers are encouraged to study to develop their professionalism in teaching.

Others

1. Obtained The "Quality Assessment Management Accreditation Scheme" (QAMAS) Certificate since 2015.
2. Obtained The 6th Outstanding Teaching Award for Moral Education jointly organised by the EDB and Wisor Education Foundation (Outstanding Award).
3. Obtained Team Champion in the 7th Hong Kong Inter-School Jump Rope Championship Competition.
4. Established academic, conduct merit and improvement awards to show appreciation to students with outstanding performance and improvement.
5. About 50% students are admitted to EMI secondary schools.



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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Leung Kin Ming	Mr. Chang Po Cheung	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
The Hong Kong Sze Yap Commercial & Industrial Assn Education Organization Ltd	Faithfulness Forgiveness Diligence Intelligence Honesty Kindness Knowledge Practice	1963	Chinese	Nanny van	About 500 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
HKSZYCIA Wong Tai Shan Memorial College			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	-	Fees for Specific Purposes \$300	Replacement of student card (\$18), graduation certificate /transcript (2nd copy) (\$25)

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
13	1	1	1	All classrooms are equipped with electronic interactive whiteboards and broadcasting systems.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Multi-Purpose Room, Computer Room, Playroom, Small Group Teaching Rooms, Social Worker's Room, etc.				Ramp, Accessible lift and Accessible toilet.

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

Number of teaching posts in the approved establishment			28	Total number of teachers in the school		32
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%	34%	100%	34%	32%	34%

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	1	2	2	2	3	12
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	1	1	2	2	2	10
Mode of teaching at different levels	Small class teaching in main subjects are adopted in some classes. There are homework tutorial classes for all classes. We also provide various student services for a range of students such as new immigrants, gifted/more able students and non-Chinese speaking students.						
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)		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	Apart from the formal assessment, diversified assessment based on students' collaboration, communication, use of IT etc. is implemented for every 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	No streaming.						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:00 AM	3:05 PM	12:15 PM - 1:10 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Our school attaches great importance to healthy campus life. We have set up our healthy school policy. Apart from our annual event, "Sze Yap Health Month", we participate in different sports schemes, like MVPA60, Whole School Health Programme, 4Rs Mental Health Charter, etc.		Apart from normal lessons, we have reading lesson, morning exercise, class teacher session, library lesson, assembly, Personal Growth Education and tutorial classes. We provide extra-curricular activities, guidance services, after-school care service, Chinese cultural activities and specific activity training.		

Life-wide Learning

Cross-subjects Activities, General Studies Life-wide Learning Day, Science Explore Activities, Sports Day, Education Camp, Off-campus Learning Day, PTA activities, Cross Boundary Learning Activities, after school activities or training courses including Cub Scouts, Flag-guards, Taekwondo, Athletics, Ball games, Lion dance, Chinese dance, Chinese drum, English, Speech, Mathematics, coding, Music Instrument Training etc.

School Mission

The ethos of our school is to provide educational services for pupils, nurturing talented individuals so that children may fully realise their potential upon reaching adulthood and contribute to society and the nation. Beyond valuing the cultivation of children's latent abilities, we encourage the professional development of our teaching staff. We are equally committed to maintaining close ties with parents and collaborating with community organisations to foster a positive, supportive and enjoyable learning environment, ensuring children receive a well-rounded education.

School Characteristics

School Management

School Management Organisation:

1. Incorporated Management Committee
2. Supervisor
3. Principal
4. School Development Team
5. School Administration Team

Incorporated Management Committee / School Management Committee / Management Committee:

The IMC was established in 2006, there are 13 sponsoring body managers, 2 independent managers, 2 parent managers, 2 teacher managers and 1 alumni manager.

School Green Policy:

Environmental 4Rs, drinking water dispenser, use of the electronic notice and payment system (GRWTH), etc.

School's Major Concerns:

1. Enriching students' cross-curricular learning experiences and equipping them with problem-solving skills.
2. Cultivating students' positive values and consolidating their appreciation and inheritance of Chinese culture.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. 35 minutes per lesson.
2. Reading lesson every morning.
3. Apart from formal learning lessons, we provide a variety of learning opportunities for students to enrich their learning experiences.
4. Also, we have homework tutorial classes to help with students' homework and study.
5. Healthy School policy has been established to promote healthy campus life.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Aligning with seven learning principles to advance curriculum development, while integrating cross-curricular learning and reading; making use of AI in learning and teaching, reinforcing STEAM education; integrating elements such as values education, 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; nurturing students' media and information literacy; developing lifelong learning capabilities and enhancing assessment literacy for promoting learning and teaching effectiveness.

Development of Generic Skills:

Through different learning experiences, students are able to develop their self-directed learning.

Cultivation of Proper Values, Attitudes and Behaviours:

Our school is committed to develop a proper attitude among students by incorporating daily life experiences in different values education, e.g. national education, moral and ethical education, civic education, life education, education for sustainable development etc., so as to strengthen their whole-person development.

Student Support

Whole School Approach to Catering for Learner Diversity:

Our school provides various support for SEN students, including school-based speech therapy service, play therapy, social skills training, Individual Education Plan (IEP), etc. The teachers will review students' progress regularly.

Whole School Approach to Integrated Education:

1. Our school promotes the Whole School Approach to Integration policies; the responsibility of taking care of students with diverse learning needs and fostering an inclusive culture by all staff members. Through resource allocation, we provide student-centered and diversified support services to enhance the learning effectiveness of students and help them integrate into campus life.
2. We identify students with special educational needs (SEN) early through clear procedures and guidelines. We make students-based and reasonable adjustments in teaching and assessment for students with SEN.

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 NCS teaching assistants' classroom support.

Curriculum Tailoring and Adaptation:

Adaptations on homework, dictation and examination are provided for SEN students.

Home-School Co-operation and School Ethos

Home-School Co-operation:

To enhance home-school cooperation, a Parents' Day is held before each exam to enable parents a better understanding of students' learning situation. Parent meetings, PTA activities, parent volunteer activities, parent talks, parents' day, school magazines and other parents' activities are arranged regularly to develop effective parent-teacher collaboration.

School Ethos:

Establishing a caring, inclusive and harmonious school environment, implementing initiatives such as the 'Little Agents' Reward Scheme and the Full Submission of Homework Reward Scheme to encourage students to engage actively in learning, take pleasure in serving others, and cultivate sound moral character.

Future Development

School Development Plan:

1. Promote English learning of students.
2. Promote values education and build a caring campus.
3. Promote students' reading habits.
4. Safeguard national security and promote national security education to cultivate students' national concepts and identity.
5. Develop e-learning and implement STEAM education to foster innovative thinking among students.
6. Promote the development of Primary Humanities and Primary Science.

Teacher Professional Training & Development:

1. Teacher professional development training and counseling skills training;
2. National Security Education teacher training;
3. Actively participate in different support programs, leadership and sustainable development to improve learning and teaching effectiveness;
4. Peer and performance appraisal lesson observation, lesson evaluation and quality lesson sharing;
5. Whole school approach teaching co-planning meetings;
6. The subject leaders lead and support the development of the subject.

Others

The H. K. Sze Yap C&I Association Scholarship, Talent Award, activities arranged by nominated secondary School and another secondary school under our school sponsoring body, School-based After-school Learning and Support Programmes, Sister School Scheme, Mainland Exchange Programme for Junior Secondary and Upper Primary Students, QEF Programme — Provision of Mobile Computer Devices and Internet Services Support, Knowing More About IT programme, QEF Programme — Establish new era multimedia classrooms to promote interactive teaching of mathematics and reduce learning diversity, JC Project MuSE (Musical Instrument Training), Caring School Award Scheme, Open Day in September and January (The public is welcome to attend), etc.



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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Leung Kin Ming	Mr. Chow Kam Fung	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
Hong Kong Hoi Ping Educational Organisation Limited	Morality, Wisdom, Health and Diligence	1965	Chinese (incl.: Putonghua)	School Bus; Nanny van	About 1603 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
-			Yes		Yes
4Rs Mental Health Charter	-	Whole School Health Programme		-	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$20	\$300 (miscellaneous charges)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
25	1	1	1	The School Campus TV was launched in 2006.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Conference Room, Visual Art Room, Computer Room, Computer and STEAM Multi-purpose Room, Music Room, Dancing Room, Library, Speech Therapy Room, Social Worker's office and 3 Guidance Rooms.				Ramp, Accessible lift, Accessible toilet and Accessible public information / service counter.

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

Number of teaching posts in the approved establishment			47	Total number of teachers in the school		50
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	40%	23%	17%	15%	68%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	4	4	5	4	4	4	25
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	4	4	4	5	4	4	25
Mode of teaching at different levels	Small class teaching will be resumed from school year 2023, so there will be 25 students in each P.1 to P.3 class in school year 2025-26. Chinese is conducted in Putonghua or Cantonese according to students' Chinese language competency. For less able students from P.2 to P.6, pull-out classes are provided to cater for learner diversity.							
Remarks	1. Primary Literacy Programme - Reading is being implemented from P.1 to P.3. 2. According to students' e-learning needs, 'BYOD' in Mathematics, Humanities and Science is implemented in half of the classes from P.4 to P.6.							

Performance Assessment

Number of test(s) per year (P1 only)	2	Number of exam(s) per year (P1 only)	2	Replace tests and examinations with diversified assessments in the first term of P1	No
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	Apart from intellectual ability, generic skills are developed and attitudes are fostered. Reports on students' performance in different aspects including project learning and reading skills are given to parents every term.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	1. The streaming of classes is not adopted. 2. P.6 English bridging classes are conducted to prepare students for their secondary school learning environment.				

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	3:00 PM	12:10 PM - 1:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Our school has participated in the Physical Fitness Award Scheme and the School 'Nutri-agent' Project which aims at monitoring students' physical health and promoting better eating habits.		1. There are remedial classes before school each day and tutorial lessons during the last lesson from Monday to Thursday. Extra-curricular activities are held every Friday afternoon. Optional activities are available on Saturdays. 2. P.6 students have extra classes in Chinese, English and Mathematics on alternate Saturdays. 3. After School Homework Tutoring Programme (3:00pm - 4:30pm) is implemented.		

Life-wide Learning

There are different community learning activities in each level. Every year, we organize the Sports Day, English Day, English Excursion, Putonghua Day and Chinese Costume Day, etc. There are also other optional activities available, for example, dancing, choir, Cantonese opera, percussion group, athletics, roller skating, computer classes and other uniform groups such as Boy Scouts, Brownies & Junior Police Call, etc.

School Mission

Our school motto is 'Morality, Wisdom, Health and Diligence'. We aim to create an enjoyable learning environment for students to learn actively and happily. We also aim to help students develop healthily in a pleasurable school life.

School Characteristics

School Management

School Management Organisation:

Hong Kong Hoi Ping Education Organisation Ltd. has been reorganized in order to fulfill the requirement set by the EDB.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee of Hoi Ping Chamber of Commerce Primary School was set up in 2006.

School Green Policy:

We have a green roof to grow plants and vegetables and students are encouraged to bring their own cutlery to school. In the curriculum, students are encouraged to reduce waste, promote healthy living and inculcate the values of caring for the environment.

School's Major Concerns:

1. Promote values education to enhance students' sense of national identity.
2. Develop innovative technology education to cultivate students' inquiry skills, problem-solving skills, logical thinking and creativity.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. We create a language rich learning environment for students. Numerous activities are designed to encourage students to communicate with teachers in different languages.
2. According to the parents' willingness, using 'Putonghua as the medium of instruction' in half of the classes.
3. Implement 'PLP-R' programme in P.1-P.3, conducted by NET and subject teachers using materials provided by EDB.
4. Graded learning takes and worksheets are designed to cater for learner diversity.
5. Excursions, visits, moral and civic education activities and subject activities are held regularly.
6. Establish a school TV campus to enhance students' communication skills and leadership.
7. 'School Physical Fitness Award Scheme' is implemented to enhance students' physical quality.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. To develop students' critical thinking skills;
2. To promote students' values and attitudes of responsibility and self-discipline;
3. To broaden students' horizons and understand Chinese culture through cross-border study tours in Mainland and its neighbours.

Development of Generic Skills:

1. To develop students' communication and collaboration skills, we offer training programmes for student leaders, school TV campus reporters as well as English and Putonghua ambassadors.
2. To enhance students' self-management skills through personal growth lessons and class management programmes.
3. To enhance students' information technology skills through computer lessons & STEAM activities.
4. To enhance self - directed learning and inquiry skills through higher-order thinking training.

Cultivation of Proper Values, Attitudes and Behaviours:

To further foster students' positive values and attitudes, the priority values 'Responsibility' and 'Discipline' would be promoted.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. To cultivate gifted students, diverse learning activities are launched.
2. To support students with learning difficulties, subject tutoring and after school homework tutoring programmes are conducted.
3. To cater for different learning styles of students, we offer a variety of learning activities to allow students develop their strengths.

Whole School Approach to Integrated Education:

The student support team is led by the Special Educational Needs Coordinator (SENCO). School workers, school-based speech therapists, school-based educational psychologist, teachers, parents and student buddies are involved in various forms of support.

Curriculum Tailoring and Adaptation:

1. Form meetings are held regularly and teachers work as a team to select focused learning targets and objectives from the syllabus.
2. Graded worksheets are designed to cater for students' needs.
3. "Special needs" policies are adopted to increase learning and participation.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Home school co-operation is promoted. To foster parental involvement, our school encourages parents to know more about their own children by participating in school activities. Lots of parents engage in different school events like reading and caring programmes.

School Ethos:

We offer an education of high quality by:

1. Providing a welcoming, safe and caring environment where every individual is highly valued, respected and supported.
2. Creating an excellent learning environment in which all students can fulfill their potential in both academic achievement and personal development.
3. Preparing all students to become valuable citizens who serve with gladness and assume responsibility in society.

Future Development

School Development Plan:

1. To sustain the outstanding academic performance of students.
2. To enhance students' language competence and self-management skills, and to mobilise student's participation in physical activities to improve students' physical fitness.
3. To enhance students understanding of Chinese culture.
4. To build students' self-confidence and resilience through moral and civic education curriculum.
5. To promote coding and technology education in STEAM by establishing STEAM Activity Room. Interactive whiteboards are used for enhancing the effectiveness of teaching and learning.
6. To promote parental involvement in carrying out school practices.

Teacher Professional Training & Development:

1. Co-planning meetings and various types of lesson observation are organised regularly in each level to promote teacher development.
2. Professional training and development are provided to enhance the quality of teaching, such as Primary Humanities and Science, IT and STEAM teaching and learning.
3. School self-evaluation has been implemented. We hope to improve our shortcomings and continuous improvement is to be made in response to these when appropriate.

Others

The school campus is opened for public on the second and the third Saturday in September.



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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
Sister So Chiu Ho	Ms. Fung Man Yi Wendy	Established	Aided Whole Day	Co-ed	Catholicism
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					100%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Sisters of The Precious Blood	Honour God, love all people and be an upright person in all aspects of life.	1969	Chinese (incl.: Putonghua) and English	School Bus	About 6400 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-				Yes	
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$60	\$300	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	School History Gallery, Motion-Sensing Games equipment, air-conditioners, computers, interactive whiteboards, visualizers, audio-visual system.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
English Centre, 2 Computer Rooms, Canteen, General Studies Room, Visual Art Room, Maths Room, 2 Music Rooms, Counseling Room, Prayer Room, Campus TV Station, Creative STEM Room, School History Gallery.				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			59	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%	32%	57%	17%	26%	57%

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		Collaborative Learning is implemented in P.1 to P.6. Students carry out diverse learning activities in groups in class to facilitate peer-learning. Small class teaching is implemented in P.2 and P.3 to accommodate learners' diversity.								
Remarks		-								

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		2	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		0	Number of exam(s) per year (P2 to P6 only)		3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	Through diversified evaluation modes such as group activities, project studies, experiments, and learning reflections, in addition to self-evaluation, peer evaluation, and parent's evaluation, students can receive useful feedback from different parties during the learning process, thereby enhancing learning and teaching 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	1. Students are evenly allocated into five mixed-ability classes in P.1 & P.2. 2. Students with higher abilities are placed in the bright classes in P.3 to P.6, while the rest of the students are evenly allocated into the other four 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	35 mins	7:55 AM	3:15 PM	12:55 PM - 1:55 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. Participate in the "Joyful Fruit Month". 2. Certified as an ideal EatSmart School under the EatSmart School Accreditation Scheme by the Department of Health.		-		

Life-wide Learning

1. Cub Scouts, Brownies, CYC, Young Pioneers of Christ, Flag Raising Team.
2. Cambridge Young Learners Exams, Memory Building, Phonics, Putonghua Pinyin, Chinese Reading Programme, Le Quartier Latin Visual Arts Workshop, English Grammar, Mathematical Concept Training, Violin, Ukulele, Rhythmic Gymnastics, Swimming, Table Tennis, Taekwondo, Basketball, Badminton.

School Mission

Our School follows the philosophy of the Precious Blood Order. Our mission is to educate brilliant minds for society using religious, moral and educational means to help each child develop morally, intellectually, physically, socially, aesthetically and spiritually in a balanced way. We want to develop students with a positive outlook on life, who work to achieve their potential and develop into responsible caring members of the community in order to become contributing members of our society and country as good citizens.

School Characteristics

School Management

School Management Organisation:

Under the Incorporated Management Committee, there are five domains. They are Management & Organisation, Learning & Teaching, Student Support, Student Development & Home-School and Community Relation Co-ordinating respectively. Each committee together with its administrative groups, formed by panel heads, group leaders and teachers, carry out school plans and implement the work.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee was established on 31st August 2012.

School Green Policy:

The green school policies of our school aim to enhance students' environmental awareness through education and enlist their participation in conserving the environment. To encourage students to practise the spirit of environmental protection in their daily lives, our school actively participates in or promotes various activities, such as Cleaning Day, Green School Christmas Party, and old school uniform recycling activities.

School's Major Concerns:

1. Deepen self-directed learning and improve learning efficiency.
2. Practise the virtues of Ka Ling School and cultivate students' correct values.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Conduct extra-curricular classes, elite classes and life-wide learning activities to develop students' multiple intelligences.
2. Promote drama education in Chinese and English subjects to improve students' language proficiency, build their confidence and enhance their communication skills.
3. In P.1 to P.6, Putonghua is used as the medium of instruction to teach Chinese Reading; while listening, writing and speaking skills are taught in Cantonese.
4. Implement STREAM education and self-directed learning.
5. Implement collaborative learning to strengthen teacher-student and student-student interactions, and to cater for students' learning diversity.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Strengthen value education and promote whole-person development of students based on the core values of Catholicism and the vision and mission of the Sisters of the Precious Blood.
2. Provide students with diversified and rich learning experiences, and continue to promote STREAM education and self-directed learning.
3. Allow flexibilities in organising activities in the afternoon so that students can make good use of their self-study time to conduct extra-curricular classes, tutorial classes and diversified learning activities to enhance self-directed learning and promote balanced development.

Development of Generic Skills:

Different subjects provide varied learning activities that enhance students' learning experience, helping them develop generic skills and reach their maximum potential.

Cultivation of Proper Values, Attitudes and Behaviours:

We hope that in the love of Christ, students can enrich their learning experiences through diversified learning modes, such as classroom learning, life-wide learning and service learning. We hope to cultivate well-rounded students and turn the school into a big family full of love through value education that covers cognitive, emotional and practical levels.

Student Support

Whole School Approach to Catering for Learner Diversity:

'Student Support Team' is set up to advocate Whole School Approach to Integrated Education and to promote Gifted Education. We organize a wide variety of activities to cater for students' learning diversity.

Whole School Approach to Integrated Education:

Programmes include Early Identification and Intervention Programme for Primary One students with Learning Difficulties, Individual Education Plan, School-based Educational Psychology Services, School-based Speech Therapy Services, hiring of professional services such as Occupational Therapy Service, homework and examination accommodations 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.; organising activities to create an inclusive learning environment in the school; hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents of NCS students; and our school uses Putonghua to teach Chinese in all classes / groups at all levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc.

Curriculum Tailoring and Adaptation:

1. We integrate the core elements of gifted education for all students. There is further development of creative thinking and scientific research courses.
2. Adapting the curriculum to cater for learner diversity.
3. Examination accommodations for students with special Educational Needs.
4. Enrichment courses and off-school learning programmes for students with higher ability in P.3-P.6.
5. Exceptionally gifted students are recommended to join in off-school learning programmes.

Home-School Co-operation and School Ethos

Home-School Co-operation:

1. The school establishes a good partnership with parents through Parents' Day, parents' meeting and parents' tea gathering, and works together for the growth of students.
2. The Parent-Teacher Association organises a variety of activities such as parent-child outing, educational workshops, volunteers' gatherings, scholarships set-up committees, and newsletters publications to promote parents-school cooperation and communication.

School Ethos:

1. The school creates a positive caring atmosphere, with high standards of expectations and good relationships between teachers and students. The implementation of life education lessons, diversified school-based counseling activities and the promotion of "Discipline, Counseling and Civic Education" school-based policy helps students establish a positive perspective.
2. A school-based reward program is implemented to encourage students to challenge themselves and strive for personal improvement.
3. Provide students with a variety of service opportunities to enhance students' care and commitment.

Future Development

School Development Plan:

1. Implementing Self-Directed learning.
2. Nurturing morals among our students.

Teacher Professional Training & Development:

School-based Teachers' Professional Development.

Others

1. Our school has attained the QAMAS certificate from Hong Kong Examinations and Assessment Authority every year since 2012.
2. 62nd Schools Dance Festival (Lower Primary) & (Upper Primary) Western Dance (Group) – Highly Commended Award.
3. 62nd Schools Dance Festival (Lower Primary) Chinese Dance (Group)-Commended Award & (Upper Primary) Chinese Dance (Group) – Highly Commended Award.
4. 77th Hong Kong Schools Speech Festival (Chinese Speech) Choral Speaking – First runner-up.



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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
Fr. Baudry Gervais Emmanuel Paul J.	Mr. Lau Wai Kit	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					79%
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	Caritas, Veritas, Simplicitas (Christian love, truth, innocence, naturalness and being frank)	2002	Chinese	School Bus; Nanny van	About 6206 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
-	-	\$17	\$400	Life Membership Fee of School Alumni Association: \$100

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	4	1	1	Canteen, School campus TV (LTV) control room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Reading Room, School Library, Music Room, Dance Room, Visual Art Room, Prayer Room, STEM LAB, Computer Rooms, Student Counselling Room, Teaching resources room.				Ramp, Accessible lift and Accessible toilet.

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

Number of teaching posts in the approved establishment				Total number of teachers in the school		
58				63		
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	98%	43%	79%	21%	19%	60%

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 offer different learning modes for the students, e.g. the remedial classes and advanced classes to cater for students' learning diversity.						
Remarks							

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		2	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		0	Number of exam(s) per year (P2 to P6 only)		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	Diversified formative assessments for Learning such as probing questions, progress check, observation, field tasks, oral presentations and written reports, project work carried out in daily teaching throughout the year aim at collecting evidence to provide quality and comprehensive feedback for learners and teachers.						
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	Non-streaming.						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:00 AM	3:30 PM	12:35 PM - 1:35 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	School-based curriculum is designed and out-school schemes, such as Health Week, Eat Smart at school, Joyful Fruit Day, School Physical Fitness Award, field trips and talks are organized to develop a healthy school which helps students achieve favourable physical, psychological and social well-being so as to foster whole-person development.		LCPS operates on a six-day cycle. To explore and enhance students' interests and to unlock their potentials, various interest groups, sports or arts training are organized on Monday, Tuesday, Thursday and Friday afternoons. Additionally, educational visits and outings are arranged, along with talks and performances by various organisations.		

Life-wide Learning

Diversified activities: Youth Pioneers of Christ, Dancing, Coding, Flag Raising Team, Chinese Martial Arts, Sports teams (Athletics, Fencing, Swimming, Soccer, Volleyball, Table-tennis), School Orchestra, School Choir, CYC, Mathematics Olympiad, Visual Arts Team, Choral Speaking team, Drama, Chinese Debate team and Little Writers' Workshop.

School Mission

Anchored in the love of Christ, nourished with home-school cooperation, we enable every child to attain 'whole person' development. Students are encouraged to develop fully according to their own attributes and talents so that they can put forward continuing effort for the prosperity of their society.

School Characteristics

School Management

School Management Organisation:

The school is managed by the Incorporated Management Committee and led by the Principal. The Vice Principals together with the Senior teachers take charge of the school's administrative work in designated functional teams for school development.

Incorporated Management Committee / School Management Committee / Management Committee:

The School Management Committee is composed of members from different sectors. These include the School Supervisor, the Principal, other members from the education sector, one teacher, one parent, alumnae and independent managers.

School Green Policy:

Raise the awareness of environment protection among students and teaching staff. Engage students in energy saving activities. Promote the use of renewable energy. Take part in old clothes recycling and Solar Energy Scheme.

School's Major Concerns:

1. Embracing Chinese Culture, Fostering Young Minds.
2. Promote students' physical, mental and spiritual well-being achieve a confident and healthy life.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. We adopt specialized teaching in Chinese Language, English Language and Mathematics.
2. Chinese Language in P1-P4 is taught in Putonghua.
3. The school-based curriculum development is founded on the Central Curriculum of KLAs with a learner-focused approach. Real life context is created to encourage students to construct and apply knowledge, to think critically and creatively.
4. Students construct and apply knowledge through inquiry and experiential learning.
5. To enrich students' learning experience through organizing life-wide learning activities, overseas excursions and exchange activities, English and Putonghua language-rich environment activities.
6. Through e-learning and online platforms, students learn before, during and after class to enhance interactive learning, assessment for learning, and to cater for students' individual learning needs.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. STEAM curriculum nurtures students with multiple skills to meet the challenges of the 21st century and develop creative thinking.
2. Provide students with a comprehensive learning experience. Cultivate students' positive values and attitudes, and promote students' whole-person development.
3. Provide students with learning experience at different stages, we strengthen students' understanding of our nation's history, culture and latest development. Guide students to learn the content of national security in a comprehensive way, and enhance their sense of national identity.

Development of Generic Skills:

Infiltrate higher-order thinking training into each subject curriculum, and cultivate students' nine generic skills through different classroom activities and tasks. Students participate in different activities and competitions to further explore their different potentials.

Cultivation of Proper Values, Attitudes and Behaviours:

We see the importance of developing positive life attitudes, physical and spiritual wellness in students by implementing school-based curriculum embracing Catholic core values and with diversified extra-curricular activities. These include:

1. End Child Sexual Abuse Education on Vehicle
2. Box of Hope International gift donation programme
3. 'Food Angel' Food collection activity

Student Support

Whole School Approach to Catering for Learner Diversity:

1. Immerse the core elements advocated in gifted education such as higher order thinking skills for all students.
2. Programmes which support Kindergarten-Primary and Primary 6-Secondary 1 Interface ensure smooth transition to the new learning environment both socially and academically.

Whole School Approach to Integrated Education:

1. Remedial classes / After-school Learning and Support Programmes
2. Assessment/Examination accommodations
3. Classroom Learning Support
4. Training groups
5. Inclusive activities
6. Small-group learning
7. Enhanced School-based Speech Therapy Service
8. School-based Educational Psychology Service

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

Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; 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:

1. Implement Enhancement Programmes for gifted students and Remedial courses as a whole-class basis and in small groups.
2. Provide accommodations for homework, dictations and assessments for students with SEN.
3. After-school tutorials provide small-step learning.
4. Paired reading programme.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Various activities such as student-parent day camp, talks, workshops, interests classes for parents are held. Parent volunteer team gives their full support to assist the school in hosting various activities. Parent-Teacher Association also sponsors awards for students who show advancement in academic performance or conduct.

School Ethos:

Adopting the 'Spiritual, Religious, Discipline, and Guidance' model, we aim to inspire students through the Word of God to follow in the footsteps of Christ. By engaging in diverse learning experiences such as Positive Education, Adventure Training, Service Learning, and Growth Groups, we empower students to cultivate enduring positive values.

Future Development

School Development Plan:

Please refer to our school website <https://www.lcps.edu.hk/>.

Teacher Professional Training & Development:

1. Set short-term and long-term professional development plans for teachers in accordance to the school development and need of the teachers.
2. Co-plan and conduct peer lesson observations for school-based curriculum or lesson studies supported by external education bodies.
3. Mentoring programmes for newly joint teachers.

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
Ms. Miss Lam Si Hang, Yvonne	Mr. Yu King Tsz	Not Applicable	Gov't Whole Day	Co-ed	Not Applicable
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Government	-	1958	English	School Bus	About 4062 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
Sir Ellis Kadoorie Secondary School (West Kowloon)			-		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	\$200 (SBM fee)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
26	2	1	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Science Lab, Visual Arts Room, Music Room, Computer Lab, STEAM Lab, Counselling Room, Student Activity Centre, Parents' Corner, Interview 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			46	Total number of teachers in the school		51
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
98%	100%	27%	69%	8%	18%	74%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	4	4	4	4	4	4	24
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	2	4	4	4	4	4	22
Mode of teaching at different levels	Small class teaching is implemented from Primary 1 to Primary 6. In Chinese Language, each level is divided into five groups according to ability to enhance the teacher-student ratio and address differences in Chinese proficiency. In Mathematics, pull-out remedial classes are provided from Primary 4 to Primary 6 to support students with weaker abilities.							
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	The school employs a variety of assessment methods, including formative and summative assessments, as well as oral assessments, life skills assessments, and project-based learning. This comprehensive approach to assessment informs instruction and enhances the overall effectiveness of teaching and learning.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	From Primary 2 to Primary 6, students are grouped into classes based on their academic ability. The highest-performing students are placed in one class, while the remaining students are placed in mixed-ability 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	35 mins	8:30 AM	3:30 PM	11:55 AM - 12:55 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and pupils can bring their own lunch.	1. The school has established and implemented a healthy campus policy while developing relevant school-based learning activities and programmes to actively encourage students to adopt a healthy lifestyle. 2. Morning exercises and recess activities are arranged to cultivate students' habit of regular physical exercise.		Apart from regular lessons, the school also conducts weekly assembly, values education lesson, library studies lesson, tutorial classes, multiple intelligence classes, and extracurricular activities. Various activities are also organized after lunch.		

Life-wide Learning

Every Wednesday afternoon, the school has made arrangements for all students to enjoy extra-curricular activities including Brownies, Cub Scouts, Flag-raising Team, Martial Arts, Lion Dance, African Drum Group, Children Dance, Cheering Dance, Chinese Drum Group, Juggling Group, Pastel Nagomi Art, Cricket Team, Volleyball Team, Basketball Team, Athletic Team and Choir, etc. Besides, Life-wide Learning Day, educational visits/talks, school picnic, Sports Day, Gala Performance and Christmas party are arranged for all levels.

School Mission

We focus upon providing quality learning opportunities for all children. We strive to provide a well-rounded education that values and supports the intellectual, physical, social and moral development of each child. We have a commitment to ensure that quality learning and teaching is the central focus of every classroom. We are committed to promoting the love of learning, the joy of learning and the passion for life-long learning. We have a very happy and positive school climate. The school provides an environment that is enjoyable, stimulating, supportive and conducive to learning.

School Characteristics

School Management

School Management Organisation:

There are twelve administrative streams and various special groups led by senior teachers which gear for school development.

Incorporated Management Committee / School Management Committee / Management Committee:

School Management Committee is set up to manage and supervise school development.

School Green Policy:

'Green School Policy' is implemented to cultivate the habits of reducing the amount of materials we use and waste we produce. Re-use materials wherever possible, and to care for our environment.

School's Major Concerns:

2025-2026 School's major concerns:

1. Developing students' passion and capability for learning
2. Nurturing students to become positive, self-disciplined and healthy individuals

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Enhance students' self-learning abilities, communication skills, critical thinking, and problem-solving skills through inquiry-based learning.
2. Address learning diversity through differentiated task design.
3. Promote self-reflection to help students grasp insights gained during the learning process.
4. Implement life-wide learning activities, including educational visits, competitions, and overseas exchange programs, to enrich students' learning experiences and develop their generic skills.
5. Integrate values education elements into various subjects to guide students in becoming responsible citizens.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Strengthening values education including national education and national security education;
2. Making good use of learning time and creating space to promote a balanced physical and mental development;
3. Enriching life-wide learning experiences and promoting whole-person development;
4. Better catering for learner diversity;
5. Reinforcing STEAM education and nurturing students' media and information literacy;
6. Strengthening cross-curricular learning and reading across the curriculum for developing lifelong learning capabilities;
7. Enhancing assessment literacy for promoting learning and teaching effectiveness.

Development of Generic Skills:

The nine generic skills are cultivated in students across various subjects. Through inquiry-based learning (IBL) activities, project learning and STEAM activities, students are trained in organizing information, processing and analyzing data, as well as critical thinking and problem-solving, enabling them to apply their knowledge in practice.

Cultivation of Proper Values, Attitudes and Behaviours:

The school places great emphasis on students' moral development by integrating values education into both the formal and informal curricula. Moral and affective education is incorporated into the teaching of various subjects. Thematic talks and school-based guidance activities are organized to cultivate students' good character and positive values, with a commitment to promoting whole-person development.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. Teachers adapt their teaching and design differentiated tasks based on students' diverse abilities.
2. Address individual differences through remedial services and enrichment programmes: Remedial classes in Chinese and Mathematics, enrichment programmes in English and Mathematics, after-school learning support, school-based educational psychology services, and school-based speech therapy services.
3. P.1 Transition Programme, Newcomers Bridging Programme, and P.1 to P.6 Summer Bridging Programme are conducted to help students familiarise themselves with the school and adjust to campus life as quickly as possible.

Whole School Approach to Integrated Education:

The school adopts a whole-school approach to inclusive education and has established a Student Support Team to design Individual Education Plans for students with special educational needs. Additional teachers and teaching assistants are employed using the Learning Support Grant. These resources enable the school to provide learning support, teaching and assessment adaptations, group training, Enhanced School-based Speech Therapy Service 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: 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:

The school has developed a school-based Chinese Language curriculum. Additionally, tailored support is provided based on students' diverse needs, including small-class teaching, after-school tutorials, and adaptations to the curriculum and assessments, to reinforce students' learning.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The school places great emphasis on home-school cooperation and maintains close communication with parents to build mutual trust through sufficient interaction. A variety of activities, including workshops and talks, are organised in collaboration with the Parent-Teacher Association to share parenting strategies and strengthen connections among parents. Each parent is issued a "Parent Card", which can be stamped upon attending talks, school events, or offering services. At the end of the school term, parents are rewarded based on the number of stamps collected.

School Ethos:

The school has a simple and wholesome ethos, with an emphasis on whole-person development. In values education, we are committed to cultivating character and guiding students to develop positive thinking. In creating a supportive atmosphere, we actively promote multiculturalism and a caring spirit, encouraging students to respect one another, thereby strengthening their sense of belonging to the school.

Future Development

School Development Plan:

1. Cultivating students' information literacy and enhancing their ability to comprehensively apply knowledge and skills to solve problems.
2. Nurturing students to become responsible global citizens.

Teacher Professional Training & Development:

1. Conduct co-planning meetings and peer lesson observations to enhance professional exchange and sharing among teachers.
2. Organise regular professional development activities such as seminars and workshops for teachers to enhance their teaching strategies.
3. Encourage teachers to participate in professional training courses and exchange activities organised by the Education Bureau and tertiary institutions to enhance their professional competence.

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
Ms. Yeh Agnes Garman	Mr. Fung Ka Chun Chris	Established	Aided Whole Day	Co-ed	Catholicism
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					100%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Catholic Diocese of Hong Kong	Truth and Loyalty	1957	Chinese	School Bus; Nanny van	About 7630 Sq. M
Feeder Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
Maryknoll Fathers' 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
-	-	\$50	\$350 (e.g. Charges and maintenance fees for IT facilities and air-conditioners (non-subsidised by the Government))	\$10 (replacement of student card)

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	4	1	1	Covered Walkway, Running Track, Campus TV, Prayer Room, Our Lady of Maryknoll Garden, Green House, Canteen, Green Roof, STREAM Room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
10 rooms (Computer Room, Multi-Purpose Room, Student Activity Centre, Library, Music Room, Coding and Art Room, STREAM Room etc.)				Ramp, Accessible lift, Accessible toilet and Tactile guide path plan.

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

Number of teaching posts in the approved establishment				45	Total number of teachers in the school		47
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%	49%	86%	38%	9%	53%	

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	4	4	4	4	4	24
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	4	4	4	4	4	24
Mode of teaching at different levels	There are remedial classes of different subjects and after-school homework tutorial classes for J.2 to J.6 students. In addition, school-based small group learning classes are conducted to cater for students' diverse learning needs and promote teacher-student interaction during normal school hours.						
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	Diversified modes of assessment are adopted. Self-evaluation, peer-evaluation, feedback from parents and observation on students' classroom behaviour and schoolwork performance are used for understanding students' learning in various aspects. Apart from examinations, parents could learn about students' learning performance in a comprehensive and diversified way from their formative assessment.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	Streaming classes: nil. Students are evenly distributed to classes of the level based on their academic performance.						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	10	35 mins	8:15 AM	3:15 PM	12:40 PM - 1:40 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	A health promoting team is established to promote healthy lifestyle. To foster healthy eating, 'Eat Smart at schools' policy is implemented. Safety measures are set to guard against communicable diseases in school. The culture of Chiropractic Health is cultivated. Health ambassadors are trained to help implementing a variety of health related activities. Health promoting activities, such as spinal exercises and School Cleaning Campaign are held.		1. Building on Strengths Classes and Extra-Curricular Activities are provided to enhance students' personal and social developments. 2. School Green Policy is launched to help students build up habits of caring for the environment and put them into practice. 3. Integrate STREAM education into different subject-based activities in order to help students develop their problem solving skills in their every day life.		

1. Service Teams: Flag-guards, Cub Scouts, Young Pioneers of Christ, St. John Ambulance Brigade, MFS Gardeners, Community Youth Club, etc.
2. Extra-curricular Activities: Chess, Science experiments, 3D printing, Cartoon Drawing, Choir, Athletic activities, etc.
3. Building On Strengths Classes: English Drama, Chinese Folk Dance, Maths Olympiad, Chinese Debate, Creative Blocks, Handbell Choir, Percussion, Table Tennis, Basketball, Football, etc.

School Mission

Maryknoll Fathers' School (Primary Section) fulfills the educational mission of the Catholic faith with Christian love as its basis. We strive to develop whole-person education with an emphasis on the ethical development of all pupils. Our school motto, "Truth and Loyalty", is a guide towards their acquisition of sound character and a proper sense of values. Our cheerful learning atmosphere also helps them study well and discover their hidden talents. A balance of ethical, moral, intellectual, physical, social and aesthetic instruction is employed to help pupils develop into healthy, moral and well-equipped members of the society.

School Characteristics

School Management

School Management Organisation:

Our school organization consists of School Administration and Sustainable Development Committee, Teaching and Learning Committee and Student Development Committee.

Incorporated Management Committee / School Management Committee / Management Committee:

The School's Incorporated Management Committee was established on 1st March, 2014.

School Green Policy:

1. To develop and arouse teachers' and students' environmental consciousness through the implementation of our School Green Policy.
2. To integrate environmental education into school life so as to encourage students practise eco-friendly and frugal living in daily life. Students are taught to protect the environment and treasure our natural resources.

School's Major Concerns:

1. To develop students with Christ-centered values—cultivating love for others and self, a spirit of gratitude, perseverance through challenges, and a strong sense of duty and diligence, empowering them to live out the teachings of Christ in everyday life.
2. To nurture students with scientific literacy, innovative thinking, and strong values and attitudes—empowering them to become a new generation that actively explores, embraces learning, and demonstrates creativity, critical thinking, and problem-solving skills.

Learning and Teaching Plan

Learning & Teaching Strategies:

To achieve whole person development, our school provides students with all-round learning activities before school, during recess and after school, including Chinese Self-learning Programme, Morning Exercise, Campus TV, Building on Strengths Classes, Project Week, Self-directed Learning Curriculum and Creativity Education, etc.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Our school curriculum design and tailoring are enhanced according to the latest version of the primary education curriculum. We aim at strengthening cross-curricular learning and reading, nurturing students' media and information literacy and making the good use of learning time.

Development of Generic Skills:

Students' generic skills are developed through different subject-based and cross-curricular activities, such as project work, thematic activities, creativity education, etc.

Cultivation of Proper Values, Attitudes and Behaviours:

Religious and Moral Educational Team is set up. To nurture students' positive values and attitude, various subject-based and cross-curricular activities are implemented, such as short talks during weekly assemblies, Personal Growth Education curriculum and school counselling activities, etc., which helps to foster students to become knowledgeable and responsible citizens, to love God and your neighbour. And, to facilitate the development of physical and mental fitness of students, Health and Environmental Education has also been integrated into students' daily life.

Student Support

Whole School Approach to Catering for Learner Diversity:

To cater for Learners' Differences, the school adopts different intensive and remedial programs, like co-operative learning, Leadership Training Programme for the Gifted, extra-curricular activities for the gifted, small group learning, after-school homework tutorial classes, work hard classes, remedial classes of different subjects and Mathematics Olympiad training classes.

Whole School Approach to Integrated Education:

To establish an inclusive and caring school culture, Whole School Approach is adopted to cater for learner differences. The Student Support Team led by Special Educational Needs Coordinator, and collaborates with different subjects of the school to provide appropriate support and guidance in teaching and learning. Moreover, to accommodate students with special educational needs, the school offers curriculum, homework and assessment adaptation, etc. The school emphasizes the importance of home-school co-operation. We establish regular communication mechanism with parents in order to communicate and plan support measures when implementing Integrated Education.

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:

Our school values the importance of a smooth interface between primary and secondary education. We collaborate closely with the secondary section to develop our 12-year school curriculum. School-based curriculum is implemented. Curriculum design and tailoring are meticulously prepared by teachers of all subjects. Self-directed learning programme, which is part of our gifted education curriculum, is implemented. To inspire students' leadership potential, we arrange leadership training programmes for the gifted. Also, work hard classes, After-school homework tutorial classes and small group learning classes are conducted to cater for students' diverse learning needs and enhance teacher-student interactions.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Our Parent-teacher Association has been established for over 28 years. In order to develop a close bond between the school and the parents, we have lots of collaboration. And, seminars, workshops and day-camp are organised regularly.

School Ethos:

Our school highly values the cultivation of students' moral character and is dedicated to fostering a supportive, harmonious and healthy campus environment that nurtures their development. Over the years, students have developed self-discipline, integrity and self-directed learning skills. They have built positive relationships with one another, cultivate friendships, engage in meaningful communication, and take an active role in school events and community services. Through various reward schemes, including "MFSP Bankbook" and Outstanding Student Reward Schemes, students' positive behaviour has been further reinforced. Our school also instills healthy living habits and conservation awareness in students to enhance their physical and mental health while emphasizing the importance of environmental preservation.

Future Development

School Development Plan:

1. To develop students with Christ-centered values—cultivating love for others and self, a spirit of gratitude, perseverance through challenges, and a strong sense of duty and diligence, empowering them to live out the teachings of Christ in everyday life.
2. To nurture students with scientific literacy, innovative thinking, and strong values and attitudes—empowering them to become a new generation that actively explores, embraces learning, and demonstrates creativity, critical thinking, and problem-solving skills.

Teacher Professional Training & Development:

Refer to the document of 'Continuing Professional Development of Teachers', we formulate and implement our Teacher Professional Training and Development Guidelines. We encourage an all-round teacher professional development. We organise Staff Development Workshops to enhance the professionalism of teachers.

Others

Scholarships on the academic merits of different subjects and conduct are established. We intend to encourage students to participate actively in both the academic and athletic aspects and develop good character traits, which help to put forth the spirit of 'Passing on the Torch'. Students got outstanding results in Inter-school Athletic Meets, Ball Games, Swimming, Dancing, Speech (Chinese, English, Putonghua), Mathematics Olympiad, Percussion, Singing Contests, Drama, 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
Dr. Dr Chan Pik Wa, Gloria	Ms. Wong Lai Sheung	Not Applicable	Gov't Whole Day	Co-ed	Not Applicable
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Government	Strive for Success and Perfection	2002	Chinese	School Bus	About 5679 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
Tsuen Wan Government Secondary School, Homantin Government Secondary School, Jockey Club Government Secondary School, Kowloon Technical School				Yes	
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	-	\$150 per year for School-based Management Fee	About \$30per term for Visual Arts Fee

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	Football Field, Basketball Field, Open-air Theatre, Garden, Broadcast Room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Computer Room, Steam Room, Activity Room, English Reading Room, Visual Arts Room, Music Room, Inclusive Education Centre, PTA Resource Centre, Medical Inspection Room, etc.				Ramp, Accessible lift and Accessible toilet.

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

Number of teaching posts in the approved establishment			47	Total number of teachers in the school		49
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	44%	90%	46%	33%	21%

Class Structure

2025/2026 school year		No. of classes	2	4	5	4	5	5	25
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)		No. of classes	2	2	4	5	4	5	22
Mode of teaching at different levels	Small class teaching is implemented from P.1-P.6. A whole school approach is adopted to cater for learner diversity. Learning support programmes such as small group support programmes and after-school homework tutorial programme are provided.								
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)		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	Apart from taking tests and examinations (except P.1), formative assessments, project learning, lesson observation, self-evaluation, APASO, etc are also adopted to assess students' learning ability, value judgement and attitude.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	P.1-P.2 mixed abilities classes. P.3-P.6 streamed classes according to academic performance.						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:10 AM	3:05 PM	12:20 PM - 1:20 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Good Academic and Behavior Award Programme, Student Fitness Programme, Morning Reading Programme, EatSmart School Accreditation Scheme, School Teams, Service Teams, Leadership Programme, Whole Person Development Award Programme.				

Life-wide Learning

Football, Badminton, Table Tennis, Basketball, Volleyball, Track and Field Athletics, Lion Dance, Martial Arts, Taekwondo, Chinese Orchestra, Choir, Chinese Drum, Chinese Dance, Ballet, English Puppetry Team, Choral Speaking, Chinese Water Colour Painting, Art & Crafts, Programming, Scouts, Road Safety Team, CYC, JPC, Volunteer Helper Team etc.

School Mission

Develop pupil's potentials fully. Equip them with life-long learning skills. Cultivate position values. Strengthen the understanding of the motherland. Help them develop a global outlook.

School Characteristics

School Management

School Management Organisation:

The school-based management is implemented. There are different administrative streams to plan for and implement various school policies.

Incorporated Management Committee / School Management Committee / Management Committee:

The School Management Committee monitors and promotes school development. It composes a representative from the Education Bureau and eight other members including the school head, 2 teacher representatives, 2 parent representatives and 3 independent members.

School Green Policy:

The Green Ambassadors assist to promote Green activities.

School's Major Concerns:

Adaptive class structures and teaching modes for learners' diversity, self-learning, cultivate position values, mental health and wide-ranging development programmes for holistic growth.

Learning and Teaching Plan

Learning & Teaching Strategies:

Promote digital education and student-centred pedagogical learning strategies such as Chinese (Poetic and picturesque & Read to Write); English taught by NET and local teachers; Mathematics (Activity-based Learning and STEAM Interdisciplinary Studies) and General Studies (Project Learning and Creativity and Science Discovery Learning). The Science Department implements a school-based interdisciplinary engineering design curriculum, while the Humanities Department integrates AI and AR elements into its curriculum.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Strengthening values education and national security education, Better catering for learners' diversity, Reinforcing STEAM education, Enriching life-wide learning experiences and promoting whole-person development.

Development of Generic Skills:

Project learning, group discussion, homework and extra-curricular activities cultivate students' communicative, creative and higher level thinking skills.

Cultivation of Proper Values, Attitudes and Behaviours:

Positive education activities have been implemented to enhance students' character strengths, help students build positive emotions and happiness, and thus lead students to a successful life. To achieve these aims, a series of positive education activities have been launched and a positive atmosphere has been created throughout the campus. Such activities include Moral and Civic Education activities, Personal Social Education, Moral Education in monthly assemblies and morning assemblies, Flag Raising Ceremony, campus TV, seminars, dramas, discipline training activities and Good Behaviour Award Scheme.

Student Support

Whole School Approach to Catering for Learner Diversity:

Organize Support Programmes focusing upon individual needs and competencies. Develop Students Support Team to assist less able students to solve problems.

Whole School Approach to Integrated Education:

Student Support Team has been set up. The members include headmistress, deputy head, Special Educational Needs Coordinator (SENCO), Special Educational Needs Support Teachers (SENST) and School Social Workers. Various funding, allowances and external resources have been used to set up different study groups such as social networking, focus groups class, emotional management, Enhanced School-based Speech Therapy Service, and Individual Education Plans (IEPs). Parents' talks and tea gatherings have also been organized to strengthen home-school communication so as to cater for students with special educational needs (SEN).

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:

Promotes reading strategies in Chinese, Phonics in English; Problem-solving skills in Mathematics.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Parent Teacher Association arranges activities regularly such as picnics, workshops, meetings, interest groups for parents and educational seminars. It also encourages effective communication and home support through active involvement in school activities. This would include active recruitment of parent volunteers.

School Ethos:

Develop different promotional schemes to build up the culture of self-discipline, caring and appreciation.

Future Development

School Development Plan:

To promote digital education and nurture I&T talents.
To create independent learners who are capable of working in cross-curricular settings;
To establish a framework for students to learn life-long learning skills;
To enhance pupils' innovative spirit;
To instil pupils' positive values;
To enhance pupils' national security education and national identity.

Teacher Professional Training & Development:

Put an emphasis on teachers' professional skills, special educational needs and master of updated teaching demands.

Others

Various scholarships are awarded to students with distinctive academic achievements.



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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. LEUNG KUI HOI, B.B.S., M.H.	Ms. Cheung Lai Wan	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
Shamshuipo Kaifong Welfare Advancement Association	Ever improving in ethics and learning, serving our community	1964	Chinese	-	About 1000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
-			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Pledged School	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$20	-	Reissue Student smart card \$50 Miscellaneous expenses \$450 annual

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
12	1	1	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
English Room, Music Room, Science Room, STEAM Room, Library, V.A. Room, Activity Center, Activity Room, Meeting Room, Well-being Room.				

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

Number of teaching posts in the approved establishment			24	Total number of teachers in the school		28
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%	54%	14%	13%	73%

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	1	2	2	2	2	11
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	0	1	2	2	2	9
Mode of teaching at different levels	We have implemented small class teaching, cooperative learning strategies and blended learning to enhance teaching and learning. There are remedial classes and enrichment classes and after-school homework tutorial classes for all levels. We also provide various student services such as Induction Programme for Speech Therapy and NCS Chinese Class.						
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)	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	Beyond summative tests, we use formative and practical assessments, projects, oral reports, self-reflections, peer and parent feedback. This multi-perspective approach ensures a holistic evaluation. Data analysis is used to refine teaching. To facilitate SSPA, an extra exam will be held for P6 in the second term.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	P.6 students attend different classes for Chinese, English and Maths subjects according to their 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	35 mins	8:00 AM	3:30 PM	12:50 PM - 1:50 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Through classroom management, students will learn how to build a positive and healthy mind set and life style. Establish "Happiness Day" to foster a sense of well-being across the school through various activities.		Multiple Intelligences lessons are held every Tuesday. We collaborate with professional external training institutions to provide a wide range of free extended learning activities on campus. These include Taekwondo, Freestyle Skipping, Art Education, Hip Hop, and Creative Soft Clay. Launch the "Energetic Morning" initiative.		

Life-wide Learning

Cub Scouts and Road Safety Patrol, CYC, Community service

Extra-curricular activities: dance, lion dance, table-tennis, volleyball, athletics, Hiphop, Chinese drumming class, choir, ukulele, percussion, handchime, STEAM, Mathematical Olympiad, English drama, visual arts, etc.

School Mission

We offer an education for all. We provide our students with a balanced curriculum in the domains of ethics, intellect, physicality, social skills and aesthetics. We believe that by endowing students with these essential skills and focusing on whole-person development, all students can become contributive members of society.

School Characteristics

School Management

School Management Organisation:

Under the leadership of the Incorporated Management Committee (IMC) and the principal, our management team fall into four key management areas. The School Incorporated Management Committee leads the school and makes decisions collaboratively.

Incorporated Management Committee / School Management Committee / Management Committee:

The core member of the Incorporated Management Committee included the sponsoring Independent Manager, Teacher Manager and Parent Manager.

School Green Policy:

The school's green policy aims to help students develop green life habits and arouse students' environmental consciousness.

School's Major Concerns:

1. Optimize learning and teaching, and enhance the development of students' generic skills.
2. Creating a Happy Campus, Living a Healthy Life.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Has implemented small class teaching and uses cooperative learning strategies
2. Develops bi-literate and trilingual skills e.g. Themed activity days and outdoor learning activity which can broaden students' horizons and increase their interests
3. Enhances the learning motivation and performance of students and make good use of learning time via blended learning
4. Has enrichment classes to develop students' potential. Remedial classes give additional help to pupils who have fallen behind the rest of the class
5. STEAM: Enhances students' interest in science and technology and Maths through learning across curriculum

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Fostering a strong sense of national identity through national security education;
2. Nurturing students' positive values and attitudes;
3. Keeping a healthy lifestyle;
4. Strengthening STEAM education;
5. Enhancing assessment literacy.

Development of Generic Skills:

Motivating students' multi-perspective thinking and generic skills through classroom teaching, theme-based learning, project learning, learning across curriculum and life-wide learning.

Cultivation of Proper Values, Attitudes and Behaviours:

Provide positive atmosphere to strengthen students' positive behaviours through "Yes! I Can" reward program, class management and student guidance groups.

We aim at fostering students' proper values and national identity through the implementation of learning and teaching national education in various key learning areas.

Student Support

Whole School Approach to Catering for Learner Diversity:

We cater for students' individual differences by using the Whole School Approach. To meet the diverse needs of students, we organize after school support programmes e.g. homework tutorial classes, after school care programmes and subject tutorial classes. We also provide speech school-based therapy services, educational psychology services for students in need.

Whole School Approach to Integrated Education:

Our school is committed to creating an integrated and inclusive culture. We provide the 3-Tier Intervention Model for students in need, and help students to learn and integrate into school life. We also provide early identification of learning disabilities for students with special educational needs (SEN), set up appropriate homework, evaluate adjustments and review the progress, also provide appropriate support for non-Chinese speaking students with SEN.

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

Our school provides additional support for NCS students to facilitate their learning of Chinese: appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; and organising activities to create an inclusive learning environment in the school. P.1 to P.3 students attend classes in mixed-class groups, with a focus on picture book-based learning. NCS TA assist NCS students' learning in P.4 to P.6 Chinese Language lessons. In addition, we provide Saturday Chinese Classes for P.1 to P.3 NCS Students.

Curriculum Tailoring and Adaptation:

To cultivate students' creativity and increase their interest in learning Chinese, we have picture book teaching for P.1 to P.3. NCS and students (P.1-3) attend different Chinese classes according to their level.

In the aspect of catering for learner diversity, we have allocated additional resources in P.6 by splitting the grade into three classes according to the students' performance. Remedial classes and enrichment classes are provided to equip our students for better learning.

Home-School Co-operation and School Ethos

Home-School Co-operation:

To strengthen home-school co-operation and promote parenting skills: A Parent-Teacher Association, Interest groups, social activities, special talks and workshops. We also recruit parents as volunteers or facilitators to support school activities.

School Ethos:

To nurture positive values using Life-wide learning to pursue their dreams; to teach our students to be well groomed and have good learning attitudes; explore the talents of every student.

Future Development

School Development Plan:

1. Let students participate in community service and to be a good citizen;
2. Help students develop healthy living habits;
3. Use artificial intelligence to facilitate teaching and learning;
4. To nurture student's positive values, critical thinking and to become a self-regulated learner.
5. Promote national education to cultivate the national identity of students.

Teacher Professional Training & Development:

We have been joining EDB school-based support services. We frequently invite professional guests to offer workshops to promote teachers' professionalism. We promote the culture of lesson preparation, observation and evaluation among teachers and encourage continuous professional studies.

Others

Chancellor/Supervisor scholarship, Improvement award, Chan Mow-fat Bursary, NCS learning Reward Scheme, Sower action foundation, Mayaa Hong Kong Fund, Kaleidoscope Foundation, MY Foundation, Mayaa HK Academic Improvement Awards, NCS Bursary, Redford Charitable Foundation, Law Shin Cheung Bursary, "Embrace Nature" Activity sponsored by Hang Chi Foundation, Christian Charitable Fund, Angel Student Aid Fund, So Kai Ming Bursary, Yue Chun Ki Bursary, "I Can Do It" Reward Scheme, Student Athlete Financial Assistance Scheme, Primary 6 Subject Award.



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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Rev. Fan Chun Ho Samson Jeremiah	Dr. Wong Yuet Ming	Established	Aided Whole Day	Co-ed	Protestantism / Christianity
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Anglican (Hong Kong) Primary Schools Council Limited	Not to be served but to serve	2005	Chinese	School Bus; Nanny van	About 8000 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/Family (Until the student graduates)	\$400	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
36	3	1	1	Climbing wall, 'Enchanted Forest', KF Café, KF Theatre, KF Ecological Park, Healing Herb Garden, Greenhouse, Intelligent Library Station, School garden, Conference room and Pond.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
3 English rooms, 3 Small-group Classrooms, 2 Computer-assisted Learning Rooms, 2 Music Rooms, Mindfulness Room, Play Therapy Room, Visual Arts Room, Students' Activity Centre, School Campus TV, STEAM Lab+, MI Lab.				Ramp, Accessible lift and Accessible toilet.

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

Number of teaching posts in the approved establishment				70		Total number of teachers in the school		71	
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%	99%	37%	74%	11%		16%		73%	

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	6	6	6	6	6	36
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	6	6	6	6	6	36
Mode of teaching at different levels	There are remedial classes of different subjects for P.2 to P.6 students. In addition, textbook adaptation, homework tutorial classes, various learning activities are promoted to cater for students' diverse learning needs and develop students' confidence and learning abilities.						
Remarks	3 Native English teachers for P.1-P.3 English Reading and Writing Programme.						

Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	2	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)	0	Number of exam(s) per year (P2 to P6 only)	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	For P.1, diversified assessments showcase students' achievements. For P.2-P.6, there are three exams and formative assessments each year. Students are assessed using various methods, including dictations, projects, practical tasks, classroom observations, self-evaluations, peer evaluations, and parent feedback. Parents can track students' performance through formative assessment reports.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	P.1-P.2 classes are evenly distributed among classes of the level based on their academic performance. Elite classes in P.3-P.6.				

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:00 AM	3:20 PM	12:50 PM - 1:45 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. Our school is awarded the greatest honor, 'The Gold Award' in the Hong Kong Healthy School Scheme. 2. To build up students' healthy living by conducting the EatSmart Campaign, Joyful Fruit Month, morning exercises, Sports Award Scheme, Body Fitness Programme, various kinds of sporting activities. 3. Lunch and Snack Monitoring Group is formed to monitor the food quality provided by the supplier.		1. Hot and fresh rice and vegetables are prepared at our own school kitchen. 2. "On-site Meal Portioning" in school is based on the principle of reducing and minimizing wastage. Students are encouraged to have healthy meals and cherish food.		

There is a variety of school teams and after-school interest groups including Squash, Ice hockey, Handball, Mini hockey, Golf, Mini tennis, Basketball, Football, Badminton, Volleyball, Table Tennis, Cheerleading, Rope Skipping, Track and Field, Sport Climbing, Chinese Dance, Touch Rugby, Wushu, Drum Ensemble, String Orchestra, Percussion, Harp, Choir, Acapella, Cantonese Opera, English Musical, Cub Scouts, Brownies, Community Youth Club(CYC) and Flag-guards.

School Mission

In pursuance of the ethos of whole-person education, in accordance with the Christian principles propounded by the Anglican Church, the School shall nurture and develop students spanning morality, intelligence, athletics, community spirit, aesthetics and spirituality.

School Characteristics

School Management
School Management Organisation: The school development projects will be implemented by the school staff functional teams which are under the leadership of the Supervisor and the Principal.
Incorporated Management Committee / School Management Committee / Management Committee: The Incorporated Management Committee is formed by our School Supervisor, Sponsoring Body Managers, Independent Managers, Teacher Managers, Parent Managers, Alumni Manager and School Principal.
School Green Policy: The school has launched the "Green in KF" initiative, which features environmental facilities such as a Green Garden, a Healing Herb Garden, a Greenhouse, and an Ecological Park. This initiative is integrated with environmental education through diverse programs like the "Smart Farming" class, Environmental Little Pioneers, and Ecological Green Pioneers. Students engage in activities including beach cleaning, ecological lectures, outdoor field trips, and international exchange programs. They also participate in practical measures such as waste recycling, kitchen waste management, solar energy utilization, and a book-sharing scheme. The aim is to foster a sense of responsibility in students to care for nature and to appreciate the value of resources. Through these hands-on activities, students learn by doing and strengthen their environmental consciousness.
School's Major Concerns: 1. To enhance students' personal qualities and shape positive resilience character. 2. To develop common competencies comprehensively to promote autonomous learning growth.
Learning and Teaching Plan
Learning & Teaching Strategies: 1. To cater students' learning diversity through school-based curriculum, school-based gifted education courses, etc. 2. Students construct and apply knowledge through inquiry and experiential learning. Furthermore, we enrich students' learning experiences and enhance their self-learning abilities through outdoor learning activities, overseas excursions, project learning, STEAM activities etc. 3. To develop students' potential through taking part in different competitions and activities. 4. Cantonese is used as the medium of instruction for teaching the Chinese language subject. P.1-3 students participate in the Primary School Literacy Programme organised by the NET Section of the EDB. 5. Enhance interactive learning, assessment for learning, and to cater for students' individual learning needs through e-learning and flipped learning approach.
Development of Major Renewed Emphases of the Primary Education Curriculum: 1. The afternoon class hours is optimized. Every week, there are Life Education, All-round Learning classes, Co-curricular activities, Lunchtime Reading, Weekly assemblies, Cross-curricular learning activities and Multiple Intelligence activities to enrich students' learning experience. 2. To impose positive thinking and values, strengthen National Education and National Security Education, enhance the sense of national identity through school-based education programmes of life education. 3. Enrich students' learning experience and enhance students' sense of achievement through All-round Learning classes and Multiple Intelligence Activities. 4. Nurture students with multiple skills and develop creative thinking through school-based STEAM and AI curriculum to meet the challenges of the 21st century. 5. Strengthen the transition between early childhood, primary education and secondary education, addressing students' needs for holistic development and lifelong learning.
Development of Generic Skills: The generic skills are developed through cross-curriculum activities, STEAM activities, Subject Week activities, Gifted Education curriculum, Life Education, All-round Learning classes, Reading classes, Multiple Intelligence activities and Project Learning. Students are also encouraged to participate in various activities and competitions to explore their diverse potentials.
Cultivation of Proper Values, Attitudes and Behaviours: The school not only integrates positive values into all subjects but also offers school-based education programmes, including Life Education Courses, Growth Courses, National Education, Moral Education, Civic Education, Positive Education, Sex education, Mindfulness Courses, Life Skills Lessons and Career Planning Education. Through diverse learning experiences, including Positive Parents' Day, The Understanding Adolescent Project, Simulated Society and Thematic experiential activities, etc, the school equips students to meet future challenges.
Student Support
Whole School Approach to Catering for Learner Diversity: A whole school approach is used to cater for the needs of different students. Gifted students' curriculum and intensive remedial classes are included to support the students.
Whole School Approach to Integrated Education: SENCO co-ordinates the Student Support Team which formulate school-based support policies to allow all teachers to participate. The team also formulate curriculum adaptation policies and Individual Education Plans for students with special needs. School-based Educational psychologist visits the school every month to support students, parents and teachers. A school-based speech therapist also provides speech therapy services for students.
Education Support for Non-Chinese Speaking (NCS) Students: Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; and organising activities to create an inclusive learning environment in the school.
Curriculum Tailoring and Adaptation: Curriculum Adaptation is used to cater for the needs of students. Gifted Education Programmes are being developed for the more capable students. Different lift-off programmes are organized after school for students who are weak in Chinese, English and Maths.
Home-School Co-operation and School Ethos
Home-School Co-operation: The Parents and Teachers Association (PTA) adheres to the adage of Jesus Christ, 'Not to be served but to serve.' We aim to create a parent community around the school to support and enrich our children's learning. With parents' involvement and support, the time students spend at the school will be a happy and enriching one. The PTA is to enhance the education of our students in building closer relationships with the staff, parents and others associated at school. We also have activities which support the school and advance the education of the students attending it. We have activities such as PTA annual general meeting, PTA annual outings and parent helpers training workshops. We welcome support on any level from parents.
School Ethos: 1. Students are polite, obedient, unsophisticated and eager to learn. 2. Students love participating in school activities and have a strong sense of belonging to the school. 3. To develop a positive culture among students. Different rewarding schemes are set up to develop positive values and good characters. 4. To encourage students to help each other and develop peer support, cultivate them into good citizens, we organize 'Elder Brothers and Sisters', 'Kindness Buddy' programmes, Chinese Culture Day. 5. To encourage students to take part in voluntary services. 6. Alumni association facilitates communication between teachers and graduate students.
Future Development
School Development Plan: Enhance students' qualities, cultivate gratitude and a positive mindset, promote self-discipline and respect for others, develop self-learning, collaboration, and communication skills, and strengthen resilience in facing challenges.
Teacher Professional Training & Development: 1. Organizing school-based professional development programmes such as Professional Standards for Teachers of Hong Kong. 2. Strengthening the bonds between our school and EDB, other educational organizations in order to improve teaching effectiveness through professional sharing. 3. Carry out the learning and teaching evaluation plan, through teachers' professional exchange, discussion and analysis, focusing on evaluation to promote student learning. 4. Peer learning and collaboration is emphasized and facilitated through co-planning sessions, peer lesson observations and post-lesson conferences to enlarge the repertoire of teaching strategies and hence enhance teaching effectiveness.
Others
Scholarships will be granted to those who have distinguished performance in academics, arts, sports and conduct.



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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Rev. Lee Yat Fan Frankie	Ms. Cheung Lok Pui Ami	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					28%
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	To serve but not to be served	1958	Chinese (incl.: Putonghua) and English	School Bus	About 1630 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	\$150 per school term for school facilities improvement and optimization	2025-26 Student Accident Insurance premium will be confirmed. Student ID replacement card costs \$10.

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
25	1	1	1	All rooms with air conditioners, wireless network and projectors; all classrooms with E-whiteboards and mosquito killers; UVC water machines
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Multi-intelligence learning room, Visual Art room, Computer room, School Campus TV room, CoolThink Programming Classroom, English Room, Parents' resources room, Music room, History Gallery, Mental Health Corner				Small-class Teaching Rooms, Speech Therapy Room.

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

Number of teaching posts in the approved establishment				48	Total number of teachers in the school		54
Qualifications and professional training (%)				Years of Experience (%)			
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years		5 - 9 years	10 years or above
100%	100%	31%	69%	15%		19%	66%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	4	4	4	4	4	5	25
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	3	4	4	4	4	4	23
Mode of teaching at different levels	Small class teaching, mixed classes in lower grades, an English Elite class in upper grades. Remedial classes, after-school tutorials, and gifted training for talented students. Focus on high engagement, timely display, and effectiveness. Differentiated Instructions cater to learning diversity, enhancing collaboration, creativity, IT, and communication skills.							
Remarks	3 to 4 students are chosen as caring targets by teachers under the "Pastoral Care Scheme". A "one-page profile" is adopted for better understanding of students' physical and mental needs. There are regular "Sunshine Calls" for enhancing home-school collaboration and cultivating better relationships.							

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	Assessments include written assessments, project learning, performance assessments, scientific experiments, daily performance (including class participation and assignments), and oral and listening assessments. In-class performance and attitude serve as indicators for Computer Studies, Physical Education, Music, Visual Arts, and Religion Studies. Formative and unit assessments are adopted in P.1.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	Mixed ability grouping is used in lower grades. A class for English elites is available for P.4-6. Mixed ability grouping is used in the rest of classes. Upper primary English classes are streamed by ability. E-Learning policy is adopted for P.4-P.6.						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:15 AM	Please see Remarks	12:35 PM - 1:35 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Emphasizing balanced development with positive thinking and emotion, organizing morning jump rope and running programme, recess physical activities and joining Fitness Scheme to promote healthy life, life planning activities and light meal program to emphasize on mental and spiritual development. Joining child sponsorship and voluntary services to cultivate the willingness to share.		School ends at 03:25 p.m.(Mon to Thur.), 02:35 p.m. (Fri.). Organizing assemblies, growth lessons and national education; sermons, enlightenment ceremony, thematic talks, community kitchen visits, life experience activities, service learning, overseas learning, Joyful Fruit Month, health seminars, etc. The library department provides students with a excellent reading environment, which cultivates good reading habit and facilitates healthy lifestyle.		

Life-wide Learning

Woodwind instruments, Choir, English and Putonghua Choral Speaking, Puppetry, CYC, Scouts, The Boys' Brigade HK, Fellowship, Visual Arts, Mathematical Olympiad Group, Lion Dance, Coding, STEM, Chinese dance, HIP HOP, Pastel Nagomi Art, School Journalists, etc. School sports teams: Athletics, Basketball, Volleyball, Table tennis, Football (Boys and Girls), Badminton, Gymnastics, Sport stacking, Rope skipping, Handbell, Martial arts, etc.

School Mission

Embodying our school's ethos of "expand virtue to nurture, education for everyone, and enlighten students' potential" to cultivate students with a positive philosophy of life and ensure holistic development in moral, intellectual, physical, social, aesthetic, and spiritual domains."

School Characteristics

School Management

School Management Organisation:

Implementing school-based management, establishing the IMC, responsible for leading and supervising the school operations. The school sets up different function groups, including school management, professional leadership, student support, school partnerships, curriculum and evaluation, school development, finance, national security education, crisis management, and curriculum development. The Parent-Teacher Association also actively provides advice to enhance and improve the school operations.

Incorporated Management Committee / School Management Committee / Management Committee:

Managers are from School Sponsoring Body, independent individual, teacher representatives, alumni representatives and parents.

School Green Policy:

Committed to promoting environmental protection through activities like thematic seminars and workshops, community kitchen tours, organic farming, used school uniform recycling, and "Food For Good".

School's Major Concerns:

1. Stimulate students' learning confidence through exploring their creativity. 2. Live a healthy and fruitful life with the love of the country, family and self.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Designing school-based curriculum, including Chinese writing booklets, English word banks, self-learning booklets, and theme-based booklets. 2. Enriching learning experiences through project learning, outdoor activities, visits, overseas exchanges, Chinese Culture Day, Reading Day, cross-curricular programs (national security & STEAM), speech training, storytelling, singing competitions, and specialized training. 3. Enhancing thinking and problem-solving skills via "Six Steps for Self-learning", SCAMPER, the 13 HOT skills, e-learning, and programming education. 4. Stimulating creativity through activities with life and values education for P.1 students, promoting learning through observation, experience, and hands-on operation. 5. Catering to diverse learning needs and unleashing potential through interest groups and targeted support activities. 6. Creating a rich language environment with English and Mandarin activities to enhance proficiency.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Prioritizing seven learning objectives, fostering reading and healthy living habits through morning exercises, jogging, reading sessions, specialized sports training, and reading classes. Afternoon integrated classes enhance students' knowledge and skills via multilingual, STEAM, and experiential activities, elevating learning from understanding to application. 2. Following the National Education Calendar for speeches under the national flag, weekly flag-raising ceremonies, organizing National Education Learning Courses, thematic displays, online quizzes, sister school programs, and mainland cultural exchange activities to deepen students' understanding of the nation. 3. The curriculum integrates national security and values education to establish correct values and understanding of national security's importance in students.

Development of Generic Skills:

1. Enhancing students' communication and collaboration skills through learning activities like operation, cooperative learning, group presentation and discussions and learning platforms. 2. Enhancing students' creativity, thinking, problem solving and study skills through organizing subject activities, and STEAM activities. 3. Enhancing I.T. skills and facilitating interactive learning through deploying coding and establishing flipped classroom video channels and interactive learning platforms to enhance self-learning, I.T. skills, thus facilitating interactive learning. 4. Cultivating self-learning ability through applying different self-learning thinking strategies.

Cultivation of Proper Values, Attitudes and Behaviours:

Focusing on stimulating students' character strengths, building positive emotions and feeling of happiness. Unleashing students' potential and teaching students to face challenges with a positive and persevering attitude towards a positive life through various activities, class management activities, "UpPotential" electronic incentive scheme, speciality training, experiencing disabilities, adventure based training activities, sharing seminars of professionals and service learning.

Student Support

Whole School Approach to Catering for Learner Diversity:

Gifted students are supported through a school-based gifted program emphasizing potential discovery, skill building, and talent growth. Activities like Olympiad math training, the "JC Project MuSE" program, Campus Young Reporter training programme, cup-stacking, English drama, and puppetry enhance diverse skills. For students with special learning needs, whole school approach is adopted for appropriate support. Services such as adaptation courses for P.1 students, S1 admission seminars, adaptation courses for new arrivals, intensive remedial classes, after-school tutorial classes, homework assistance classes, non-Chinese language learning activities, pastoring program, after-school learning groups, teaching/exam/homework adjustment plans, individual learning plans, and advanced courses for enhancing students' learning abilities and effectiveness.

Whole School Approach to Integrated Education:

Our school has set up a Student Support Team to promote inclusive education through whole-school approach. The use of the Learning Support Grant to recruit additional teachers and teaching assistants, procure support services, including literacy, attention and social training groups, and provide a wide range of support services for students with special educational needs, including assessment, referral and training, with school-based educational psychologists and school-based speech therapists, so as to help students overcome their difficulties. Various activities are organized to help students recognize and respect individual differences, fostering an inclusive, supportive, and caring school 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; and organising activities to create an inclusive learning environment in the school.

Curriculum Tailoring and Adaptation:

Providing differentiated teaching instructions, assessment, and homework adaptation for students, also through the provisions of graded worksheets, school-based booklets, and prompt notes for catering for learners' diversity.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Emphasizing student growth and learning by prioritizing family-school communication and cooperation. Class teachers regularly report students' learning progress to parents through "Sunshine Calls". Putting importance on parent education by establishment of "Parent Academy" and Principal's Chit-Chat Time, enhancing school-parent communication and allowing parents to understand the learning and growth needs of their children. Furthermore, setting up a "Parent Volunteer Team" to assist in various school activities.

School Ethos:

Nurturing students' morality and spirit of service through various activities and training, including "Rising Star" Principal's Commendation and Reward Scheme, pastoral care scheme, class management, leadership training, peer guidance, values education, career planning and social services to let students put the school motto "to serve but not to be served" into practice.

Future Development

School Development Plan:

The school's extended premises will come into service next school year, complementing the curriculum to enhance the quality of teaching and learning. Afternoon sessions offer integrated lessons, tutorials, cross-curricular and interdisciplinary learning, Chinese and English speaking training, multiple intelligence activities, and growth education. The school actively promotes STEAM education, values education, and national security education. Through school-based support programmes, life-wide learning activities, service learning, "Stars on Stage" Music Performance Gala, and programming activities, students develop a growth mindset, discover character strengths, and build confidence and problem-solving abilities.

To strengthen English proficiency, the school implements a school-based RWI phonics programme for P.1, alongside diversified English reading activities, drama performances, overseas exchange programmes, and internationally recognised language assessments to broaden students' horizons. Guided by seven learning goals, the school remains student-centred in fostering holistic development and lifelong learning.

Teacher Professional Training & Development:

Conducting school-based training in creative teaching, digital education, student support, crisis management, teaching strategies, and national security education; providing continuous education for teachers in gifted education, special education, specialized teaching, national security education, and leadership to broaden their professional perspectives. Promoting professional exchanges among teachers through collaborative lesson planning, peer lesson observation, subject-based lesson study and school-based support programs. The promotion of "Mentoring Scheme" to let experienced teachers lead newly-joined teachers and help them grow in their teaching careers.

Others

Scholarship: thirteen scholarships are available for students with distinguished performance and improvement in studies, conduct, Art and service. Open and inter-school competition awards: Students are awarded in many open and inter-school competitions such as Hong Kong Schools Speech Festival, Hong Kong Schools Music Festival, Bible Speaking Festival, Hong Kong Drama Festival, Schools Dance Festival, Kowloon West Track and Field Competition, Mathematical Olympiad Contest, School Art ambassadors. Overseas Exchange Programmes: Participating in the Sister School Scheme and the Same Roots, Same Heart Programme, visiting different places outside Hong Kong through school visits and exploring local culture at famous attractions.



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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. Tsang Hing Chung	Mr. Chan Ka Man	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					86%
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	2006	Chinese	School Bus	About 6528 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Pledged School	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$20	\$300 (School Notices Administrative Fee, Insurance, School Development)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
36	3	2	1	Basketball Courts (2), Volleyball Courts (3), Badminton Courts (2), Green Corner, All-weather Running Tracks.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Computer Rooms (2), Music Rooms (3), Visual Arts Room, STEAM Room, Student Activity Centre, Multi-purpose Rooms (4), English Wonderland, playYcid (play room and placid room), Leung Chik Wai Multi-purpose Hall.				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				71	Total number of teachers in the school		73
Qualifications and professional training (%)				Years of Experience (%)			
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above	
100%	100%	41%	66%	3%	18%	79%	

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	6	6	6	6	6	36
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	6	6	6	6	6	36
Mode of teaching at different levels	To cater to the diverse learning needs of students, our school has established pull-out group learning classed for the core subjects (Chinese and English).						
Remarks							

Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	2	Replace tests and examinations with diversified assessments in the first term of P1	No
Number of test(s) per year (P2 to P6 only)	0	Number of exam(s) per year (P2 to P6 only)	3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies					No
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders					No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	Various modes of assessment such as formative assessment, projects, activities of different subjects and examinations, are used to assess students' performances and enhance learning and teaching effectiveness.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					No
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	Streaming is based on learning performances, conduct and academic results. (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	9	35 mins	8:30 AM	3:35 PM	12:30 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and brought by students themselves.	Healthy Living Project: such as Joyful Fruit Month, 'Clean the classroom' Competition, etc. Food monitoring program: To launch healthy eating campaign in our school.		The school team training and some interest classes are conducted during the tutorial lessons or after school. Various fee-based interest classes are offered on Saturdays.		

Our school provides a variety of extra-curricular activities such as Badminton, Table tennis, Football, Basketball, Volleyball, Athletics, Swimming, Chinese Dance, T-ball, Mathematical Olympiad, Choir, Orchestra, Chinese Orchestra, Percussion, Handchime, Uniformed Groups, Fellowship, Gardening Class, Drama Classes, Coding Class, Media Production Class etc.

School Mission

Based on the teaching of Christ - Not to be served but to serve - we aim at developing our students' ethical, intellectual, physical, social, aesthetic and spiritual qualities. We encourage our students to respect and serve one another, and to love God as well as other people. Consequently, our students will become healthy and self-disciplined citizens who are always ready to serve our society.

School Characteristics

School Management

School Management Organisation:

Managed by the Incorporated Management Committee of the Anglican (Hong Kong) Primary Schools Council Limited, the management structure consists of executive, subjects and working committees to conduct the school work.

Incorporated Management Committee / School Management Committee / Management Committee:

There are fourteen members in the Incorporated Management Committee. They are the supervisor, principal, sponsoring body managers, parent managers, alumni manager, teacher managers and independent manager.

School Green Policy:

Our school participates in Feed-in Tariff Scheme, by installing solar photovoltaic system, which generates about 160kWh of electricity, so as to promote different 36environmental protection education programmes in the school.

School's Major Concerns:

- 1. Optimize learning and teaching so that students can enjoy learning.
- 2. Help students develop positive values and have a healthy life.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. Lesson time is flexibly adjusted, so as to implement life-wide learning and various activities such as learning activity week, outdoors teaching, interdisciplinary thematic study, service-learning, visiting and project learning. These activities provide authentic settings for learning and enriching pupils' learning experiences.
- 2. In order to develop bi-literacy and tri-lingualism learning environment, A.I. English platform and Putonghua (Mandarin) Week are provided/held to enhance pupils' learning ability.
- 3. Design various and illuminating assignments and learning activities, enhancing our pupils' learning motivation and catering to learner diversity.
- 4. Through thinking skills training, pupils are able to build up a thinking skills framework for enhancing their ability of critical thinking.
- 5. To enhance pupils' self-learning skills, self-learning strategies and online learning platforms are integrated into various subjects.
- 6. Promote and develop STEAM Education.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. Integrating National Security and related knowledge into relevant subjects to strengthen students' understanding about the rule of law and their sense of national identity.
- 2. Making better use of time and space for students by adjusting the school timetable. This adjustment allows students to participate in various activities in tutorial class such as school team training, homework guidance etc., which promotes a balanced development of our students' body and mind.
- 3. Our school promotes positive education, allowing students to develop their own strengths of character, cultivate positive emotions, establish positive relationships and to live a happy and fulfilling life.
- 4. The establishment of Primary Science and Primary Humanities Curriculum.

Development of Generic Skills:

By means of different learning activities in various subjects, pupils can develop generic skills. We mainly focus on self-learning skills, creativity, problem-solving skills and critical thinking skills.

Cultivation of Proper Values, Attitudes and Behaviours:

Through different subject curricula and diversified life-wide learning experiences, we have helped our students develop positive and active learning attitudes.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1. School-based teaching strategies for subject-specific remedial classes.
- 2. Establishment of a Student Support Team to implement whole-school policies. The team, comprising the SENCO, SEN teachers, and a school-based Speech Therapist, works closely with the Curriculum Development Team, Academic Committee, Discipline Team, and Student Guidance Team.
- 3. Services provided by a school-based Educational Psychologist.
- 4. School-based support programmes held after school.
- 5. After-school care services for students in need.

Whole School Approach to Integrated Education:

- 1. By promoting a Whole School Approach to integrated education, we devote ourselves in establishing a caring school culture to help students fully develop their potential.
- 2. The school deploys the Learning Support Grant to provide comprehensive services for students by employing teaching assistants and providing after-school Learning and Support Programmes.
- 3. The school treasures home-school co-operation by building mechanism of communications channels. Responsive support strategies are made through working in close collaboration.

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

Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; organising activities to create an inclusive learning environment in the school; and hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents of NCS students.

Curriculum Tailoring and Adaptation:

To cater for diverse learning needs, adaptation for homework and examinations is adopted.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Parents show their concern and support to the school by attending various parents' activities. We adopt the spirit of "the home-school co-operation" to develop the parents voluntary services and parents' education activities. We provide various channels to collect parents' opinions and feedback to strengthen the strategies to help students.

School Ethos:

- 1. The harmonious atmosphere forges a strong bond between students and teachers. Students have a strong sense of belonging to the school.
- 2. The school strives to promote Holistic Education and "Moral-civic education".
- 3. "Care, Wholly and Holy" is the main theme of the guidance and counselling services.
- 4. Students are educated as healthy and holistic kids.

Future Development

School Development Plan:

- 1. Optimize learning and teaching so that students can enjoy learning.
- 2. Help students develop positive values and have a healthy life.

Teacher Professional Training & Development:

- 1. Enroll in professional support programmes with empower our teachers to take forward the education reform initiatives in a strategic manner.
- 2. Focus on collaborative lesson preparation peer lesson observation panel head lesson observation and open class lesson observation to promote the teachers' professionalism.
- 3. Encourages teachers to participate in workshops to enhance our schools' professional capacity (including subject knowledge and pedagogic skills) in key learning areas so as to maximize the effectiveness of learning and teaching.

Others

Scholarships will be granted to those who have distinguished performance in academics, arts, sports and conduct.



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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. So Kai Ming	Mr. Ma Chun Kong	Established	Aided Whole Day	Co-ed	Protestantism / Christianity
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Anglican (Hong Kong) Primary School Council Ltd	Not to be served but to serve	1969	Chinese	School Bus	About 1520 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-					
			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$20	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
26	3	1	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Central Library, Music Room, Art Room, Student Activity Centre, Information Technology Room, English Room, Speech Therapy Room, Counselling Room, Group Teaching Room, Prayer Room, multi-purpose classroom				Accessible lift and Accessible toilet.

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

Number of teaching posts in the approved establishment			50	Total number of teachers in the school		53
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	33%	74%	12%	27%	61%

Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total	
2025/2026 school year				No. of classes	4	4	4	4	4	5	25
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)				No. of classes	5	4	4	4	4	4	25
Mode of teaching at different levels		1. Some levels of Chinese, English and Mathematics subjects are taught in parallel classes (in smaller groups) to reduce the teacher-student ratio. 2. Some major subjects at different levels are grouped according to students' ability to cater for learners' diversity.									
Remarks		1. Students with higher abilities will be recommended by the school to participate in elite courses or activities. 2. In order to cater for learners' diversity, foundation classes are provided for students in need at all levels.									

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)	4		
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	Adopted diversified assessment model, including online thematic forum, recording, filming, speaking assessment, listening assessment, assessing learning products, written assessment, project learning, performance assessment, data collection, scientific inquiry, classroom performance and so on.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	Classes are divided evenly. Some grades and subjects will be grouped according to students' ability to cater for learners' diversity.				

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:00 AM	3:15 PM	1:00 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. Clement's Explorer School-Based Reward Program 2. MVPA60 Award Scheme 3. Joyful Fruit & Veg Month		A flexible timetable has been introduced to maximize students' learning time. Students have spiritual time and focus on various subjects in the morning every day. The learning experience in the afternoon will be richer and more diversified, including homework classes, elite classes, personal sharing, assemblies, value education, classroom management activities, OLE and Joyful Friday.		

Life-wide Learning

Public Speaking, English & Putonghua Choral Speaking, Mathematics Olympiad, Coding Course, STEM Robotics Programming; Creative Technology Academy, General Studies Quiz, Soccer, Basketball, Swimming, Badminton, Table Tennis, Track & Field, Lacrosse, Mini Tennis, Chinese Dance, Orchestra, Choir, Recorder, Color Exploration, Chinese Ink Painting, Campus Reporters, Cub Scouts, Flag-Raising Team and Fellowship, etc.

School Mission

Based upon the ethos of Christian whole-person education as propounded by the Anglican Church, the school shall nurture students' development in the areas of spirituality, morality, intelligence, athletics, community spirit and aesthetics.

1. Nurture students to live out the motto "Not to be served but to serve";
2. Implement quality teaching, teach students to learn independently;
3. Inspire creativity, develop students' multiple intelligences;
4. Nurture moral education, establish students' noble sentiments.

School Characteristics

School Management

School Management Organisation:

Supervised by the Incorporated Management Committee under Anglican (Hong Kong) Primary Schools Council Limited, the school has administrative, academic and various working groups to promote school affairs.

Incorporated Management Committee / School Management Committee / Management Committee:

IMC was set up on 31 August, 2015.

School Green Policy:

Our school actively participates in various environmental protection work, co-organizing environmental protection activities with various organizations and donating used school uniforms. Our school also promotes energy conservation. Every student is asked to bring their own handkerchief, and use environmentally friendly tableware, so as to develop environmental awareness in students. Our school has also participated in the BEAM Plus and Solar Harvest - Solar Energy Support Scheme for Schools and Welfare Non-Governmental Organisations programme, with the goal of reducing carbon emissions.

School's Major Concerns:

1. Enhance learning and teaching to nurture students as excellent learners.
2. Build a culture of student leadership and establish the tradition of being "'Clementers'" (SCPS)

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Make good use of study time to create space and enrich experiential learning experiences.
2. Promote whole-person development and reading across the curriculum to train students to become independent learners.
3. Develop school-based curriculum in various subjects and design diversified assignments to cater for learners' diversity.
4. Promote and establish a school-based STEAM curriculum that provides hands-on experiments for students.
5. The mathematics curriculum is accelerated from P.1 onwards, allowing P.6 students to learn English Mathematics and transit to secondary school.
6. The English department implements a school-based curriculum, using school-specific assignments and materials in key stage one, and selecting more advanced textbooks.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Our school makes flexible use of class time and creates more space by implementing a new timetable model to provide diverse and meaningful learning experiences, including cross-curricular reading, STEAM activities, and national security education activities etc., to develop students' ability to learn independently. Our school provides adaptive teaching in response to the learning diversity of students, including the implementation of small groups and supplementary courses to cater for learner diversity.

Development of Generic Skills:

Enhance students' generic skills through the formal curriculum and extracurricular activities, such as problem solving, critical thinking and positive values.

Cultivation of Proper Values, Attitudes and Behaviours:

Through teacher training, parent lectures and courses, student group activities and non-formal curriculum such as value education classes, assemblies, school-based reward program, and level-based activities, our school promote a positive culture.

Student Support

Whole School Approach to Catering for Learner Diversity:

Student Support Team co-ordinates the care for gifted students and students with different learning needs, for example, homework/assessment adaptation, establishing subject enrichment classes, remedial teaching, after-school learning support programmes and conducting the Chinese, English and Mathematics lessons for some grade levels in small groups so as to cater for students with different learning needs.

Whole School Approach to Integrated Education:

SENCO co-ordinates the Student Support Team which formulates school-based support policies to allow all teachers to participate, and also formulates curriculum adaptation policies and Individual Education Plans for students with special needs. The school-based educational psychologist visits the school every month to support students, parents and teachers. Moreover, a school-based speech therapist also comes to school regularly to provide school-based speech therapy service for students.

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

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

Our school has curriculum/homework/assessment adaptation policies for students with special educational needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Our school Parent-Teacher Association organizes diversified activities for parents every year to establish a good partnership with parents. Our home-school relations team is dedicated to promoting the Parent Academy, recruiting Parent Volunteer Groups and establishing Parent Advisory Group.

Our school has established a school-based "Parent Academy" and implemented a credit system to encourage parents to continue learning and strengthen parent-child relationships. By organizing various activities and courses, parents can enhance their skills and well-being, providing families with ample support to nurture well-rounded children. "Principal's Café" is held monthly, where the principal shares insights on child development and the school latest's developments.

School Ethos:

Our school spirit is simple and honorable, aims to follow Christ's spirit of serving others, and cultivates four core values (SCPS) in students. We empower Servant leaders to exhibit Confidence and Perseverance towards Success. Our school has won the support of parents.

Future Development

School Development Plan:

We believe that school is a place where students can Experience Being Loved, Experience Growth, and Experience Success. At the same time, adhering to the fine traditions of the past fifty-five years, we will strive to make the school an academic and joyful school.

1. Optimize hardware facilities (school renovation and equipment upgrade)
2. Continually develop the school-based curriculum
3. Focus on the development of innovation and technology (science and technology, artificial intelligence, big data, metaverse...)
4. Strengthen the Future Star - Gifted Programme
5. Create a student-led campus culture (such as Students' Union, class committee)
6. Strengthen the parent growth and support platform

Teacher Professional Training & Development:

The school actively promotes teacher development and training activities. In addition to regular professional development days, a "Teaching and Research Session" is established every Friday afternoon. This initiative encourages teachers to pursue further education, engage in teaching research, and share their professional experiences. Through collaborative lesson planning, peer observations, performance evaluations, and thematic sharing sessions, we aim to enhance the effectiveness of teaching and learning.

Others

Scholarships will be granted to those who have distinguished performance in academics, arts, sports and conduct. Exchange programmes are organized and participated by the school, e.g. Sister School Scheme and overseas study tours, to broaden teachers' and students' horizons and increase students' learning experiences outside the classroom.



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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. Tseng Yen Wei William	Ms. Yu Pui Ching	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					80%
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	1924	Chinese (incl.: Putonghua)	School Bus	About 4124 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	Miscellaneous Fee \$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	History Gallery, Garden, Air-conditioned and interactive whiteboard classroom, Multi-use sports playgrounds, 60m running track, AI Sports Machine, Student Teacher Productive Space, etc.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
English room, STEAM Centre, Science & Computer room, Language Hub, Library, Chapel, Music room, Visual Art room, Student activity centre, small group teaching room, etc.				Ramp, Accessible lift and Accessible toilet.

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

Number of teaching posts in the approved establishment				Total number of teachers in the school		
38				39		
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
97%	100%	28%	81%	23%	23%	54%

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	The school has a total of 18 classes and also has established learning and mentoring groups to support students with different learning needs before and after classes, enhancing both advanced and remedial education. The school promotes differentiated instruction by organizing small group teaching for specific grades and subjects, and conducts group teaching through cooperative learning models.						
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	Progressive assessment across subjects includes practical tasks, projects, task books, presentations and activities to evaluate knowledge, skills, attitudes and Generic Skills. Multi-assessment involves self/peer-evaluation, reflections and parent feedback. BYOD is implemented for P.4-6 with online platform assessments.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	Evenly distributed according to students' ability. P.5-P.6 are arranged for group teaching of Chinese, English and 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	8:00 AM	3:15 PM	12:25 PM - 1:15 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Healthy School Policy promotes morning exercises, AI exercises, recess sports (rope-jumping, basketball, etc.), language activities etc. Monthly and weekly values education includes assemblies, mental health activities, career planning, peer growth program, fruit days, etc. Inspiration period fosters wellness.		Morning prayers are led by teachers and students, featuring shared messages and religious/moral stories. During breaks, students can use the library, English room, STEAM Centre and computer room. Various games, language immersion and reading activities are available during lunchtime.		

Life-wide Learning

Service: Cub Scouts, Flag-raising Team, various Student Ambassador teams (Caring Ambassadors, Sports Ambassadors, English and Putonghua Ambassadors, etc.). Academic: STEAM Mathematics and Science Team, Olympiad Mathematics, English Elite Team, Reading Club, etc. Music: Choir, Wind Band, Handbells and Chinese Drums. Visual Arts: Chinese Ink Painting and Young Visual Artists Programme. Sports: Various school teams (including Athletics, Football, Volleyball and Martial Arts), Taekwondo, Dragon Dance, Fencing, etc.

School Mission

Based on the teaching of Christ, "Not to be served but to serve", we aim at developing our pupils' ethical, intellectual, physical, social, aesthetic and spiritual strength. We encourage our pupils to respect and serve one another, and to love God as well as other people. Consequently, our pupils will become healthy and self-disciplined citizens who are always ready to serve our society.

School Characteristics

School Management

School Management Organisation:

The school is managed by the Incorporated Management Committee under the Church of England (Hong Kong) Primary School. It has a hierarchical administrative structure that includes four domains: management and organization, teaching and learning, student and learning support, and student performance. Additionally, each subject and working group collaborates to promote school development and support the needs of students.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee was set up on 31st August, 2015.

School Green Policy:

The school has implemented an environmental and green policy, collaborating with various organizations to arrange for environmental initiatives and recycling programs. This includes the PTA assisting in finding new owners for old school uniforms, book circulation and waste recycling. The school also promotes energy conservation among students, encouraging them to bring their own handkerchiefs and water bottles, as well as to use eco-friendly utensils, thereby practicing a low-carbon campus lifestyle.

School's Major Concerns:

1. Optimize learning and teaching, cultivate comprehensive literacy and become learners who pursue excellence.
2. Promote values education, live a healthy life, and become a global-minded citizen.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. To align with new curriculum development and students' learning needs, our school has established "Inspiration Period" learning sessions to enhance the effectiveness of study time.
2. The curriculum is "student-centered" and promotes life-wide learning, emphasizing values education and the development of multiple intelligence.
3. By deepening autonomous learning, applying learning strategies, and developing common competencies, active learning and interactive learning processes are implemented.
4. Through cross-curricular reading, project-based learning, advanced thinking, and innovative teaching, students' learning motivation is enhanced, promoting multi-perspective thinking.
5. Promote collaborative learning and differentiated instruction, providing an environment for small class and group learning.
6. Implementation of BYOD in P.4 to P.6.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Promote cross-curricular reading, enhance reading habits and abilities through early reading sessions, theme reading and reward programs.
2. Utilize e-learning to enhance STEAM teaching effectiveness, fostering self-learning supported by online platforms and AI.
3. Optimize religious, values, life, sex education and health programs for holistic development.
4. Implement diverse learning activities and discussions to strengthen students' understanding of the rule of law and national identity.

Development of Generic Skills:

Our school cultivates students' problem-solving and generic skills through diverse learning tasks and experiences across various subjects. By encouraging classroom questioning and utilizing open-ended questions with higher-order thinking strategies, we enhance learning quality and effectiveness.

Cultivation of Proper Values, Attitudes and Behaviours:

The school incorporates positive values and attitudes into teaching and learning, along with diverse learning experiences (such as situational teaching, current events discussions, and service learning) and a positive environmental atmosphere, creating spaces for sharing and reflection. Students recognize their strengths and weaknesses, effectively utilize LBD (Learning by Doing) and the 4F learning approach to overcome difficulties, they learn to face challenges with a positive mindset, leverage their individual strengths and potential, and actively confront pressure and challenges. Through their growth experiences, they learn from both successes and failures, challenge themselves and move towards success and happiness.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. Our supporting team establishes students' ability to show resilience and develop a sense of competence.
2. Different groups and projects cater for students with different educational needs, including NCS students in learning Chinese.
3. To develop gifted education and support the gifted students through different kinds of courses.

Whole School Approach to Integrated Education:

A Student Support Team has been formed and its members include the Principal, SENCO, PSMCD and SENST. Different kinds of teams are formed for promoting students development. For individual students' needs, we enhance home-school co-operation and make teaching adaptations. We also arrange special examinations and assessments, as well as strengthen our liaison with professionals and make good use of community resources for enhancing the learning effectiveness of students.

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

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

Our school implements differentiated instruction tailored to students' learning needs. We adapt teaching methods, assignments and assessments to accommodate diverse learning styles and abilities. After-school enrichment programs are offered across various disciplines to nurture gifted students' potential.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Through diversified parent volunteer and family activities organized by the PTA, along with school initiatives like parent groups and seminars, we maintain excellent communication with families. These efforts - combined with our Positive Reward Scheme and Parent Corner (HOME CUBE) - foster strong, collaborative partnerships between school and home.

School Ethos:

Our school embodies a simple and genuine ethos, practicing the school motto "Not to be served, but to serve," following the spirit of Christ in serving others, and nurturing future servant leaders. The school is committed to developing students' characteristics as St. Thomas' students, including the courage to take responsibility, the ability to strengthen oneself despite adversity, the habit of positive thinking, an independent and confident temperament, a spirit of lifelong learning, and the ambition to pursue excellence, all of which have garnered strong support from parents.

Future Development

School Development Plan:

Learning and Teaching:

1. Make effective use of language learning environments and English-medium instruction to enhance students' bilingual and trilingual abilities.
2. Optimize the school-based curriculum (mathematics, science, STEAM, arts, etc.) to develop students' collaborative skills and inquiry-based thinking.
3. Deepen autonomous learning to cultivate students' independent and proactive learning attitudes.
4. Promote interdisciplinary and thematic reading to foster students' habits of independent and extensive reading.
5. Implement BYOD (Bring Your Own Device) to enable students to use IT and artificial intelligence in a disciplined and responsible manner.

Values Education:

1. Strengthen national awareness and cultivate correct values, attitudes and national identity through values and positive education within the curriculum.
2. Promote the establishment of healthy lifestyles among students, develop personal interests and potential, and achieve balanced physical and mental development.
3. Utilize the eight intelligences to unleash students' diverse potentials.

Teacher Professional Training & Development:

1. Through subject specialization, new curriculum implementation, collaborative lesson planning and peer classroom observations, we enhance teaching and learning effectiveness.
2. Our teaching team designs professional development programs aligned with school development goals and student needs, in accordance with the Education Bureau's teacher continuing professional development policy.
3. We collaborate with the Education Bureau and external educational organizations to conduct school-based programs, increasing teachers' exchange opportunities.
4. Our teachers actively share successful experiences in language education, Mathematics & STEAM education, and AI-powered physical activities with the education community.

Others

1. The Outstanding Achievement Awards, Dr. Yiu Sing Nam Scholarship (Academic Excellence, Most Improved & STEM Potential), alumnus Mr. Siu Wai Yip Scholarship (Extraordinary Achievement) and Dr. Chi Chung Chai Scholarship (Sports & Arts), etc. to recognize outstanding achievements in academics, conduct, innovation, and talents.
2. Students participate in district-wide and inter-school competitions across various disciplines.
3. Our school actively organizes exchange programmes in the mainland and overseas to broaden students' horizons and enrich their learning experiences.
4. We provide a Primary One adaptation programme and various kindergarten-to-primary transition activities to help Primary One students adapt to primary school life.



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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. Chiu Kit Man Emily	Ms. Wong Chak Shun	Established	Aided Whole Day	Co-ed	Catholicism
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					100%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Catholic Diocese of Hong Kong	Love for God, Concern for Others and Care for Society	1962	Chinese (incl.: Putonghua) and English	School Bus	About 4700 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
Cheung Sha Wan Catholic Secondary School					
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	\$400	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	1	1	1	Dr. Jan's Herbal Garden, Butterfly Garden, Courtyard, Roof Garden, Field Track, Covered Playground.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
SFACS Learning Hub, CoolThink@ JC Studio, Maker Space, Campus TV, Prayer Room, English Activity Room, Library, Music Room, Art Room, Computer Room, Small Group Teaching Room, etc.				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			49	Total number of teachers in the school		52
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	98%	44%	81%	6%	12%	82%

Class Structure

				P1	P2	P3	P4	P5	P6	Total
2025/2026 school year				No. of classes	4	4	4	4	4	24
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)				No. of classes	4	4	4	4	4	24
Mode of teaching at different levels		NETs are dedicated to constructing a rich language environment. The "Space Town Go" programme is implemented for P.1-P.3, while the "Reading across the Curriculum Programme" is carried out for P.4-P.6. These initiatives enable students to enhance their English proficiency comprehensively in an authentic English environment, progressing from reading to cross-curricular application.								
Remarks		1. Using Putonghua as the medium of instruction for the Chinese language subject is implemented in P.2-P.3 to strengthen the advantages of biliteracy and trilingualism. 2. Remedial and enhancement classes for Chinese, English, and Mathematics are available to cater for learning diversity.								

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	Both formative and summative assessments are used to provide feedback to enhance teaching and learning. Apart from written assessments, there are diversified assessments e.g. project learning, practical assessments and reading reports. Assessments as learning are promoted through self-evaluation, peer-evaluation and parent-evaluation to develop the ability of self-directed 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	P.1-P.4 students are allocated to classes of mixed abilities. P.5-P.6 students with similar academic performance are grouped into the same class to facilitate comprehensive care and support.						

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	8:05 AM	3:10 PM	12:50 PM - 1:50 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	The school-based Healthy School Policy has been formulated to promote a healthy lifestyle. Healthy lunch and healthy snacks are implemented. School-based curriculum related to the spirituality and mindfulness are designed and external schemes, such as Straighten Up School Scheme is organised to help students achieve favourable physical, psychological and social well-being.		Different extra-curricular activities are held on weekday afternoons and Saturday mornings. Activities include school team training, coaching classes, uniformed group meetings and interest classes.		

Life-wide Learning

Implementing the comprehensive "Starway to SFACS" Reward Scheme, Multiple Intelligence Courses, Gifted Programme, Aviation Science Training, Drone Piloting, STEAM Training, Floorball, Rhythmic Gymnastics, Fencing, Rope-Skipping, Baseball, Kin-ball, Kendama, Soccer for boys and girls, English Musical, Sand Painting, Cambridge English Classes, Mathematical Olympiad, Flag-Raising Team, Red Cross, Young Pioneers of Christ, Cub Scouts, Overseas Study Tours, etc.

School Mission

We are fully committed to offering a life-wide learning enhanced with the Christian Faith. We aim at the greater development of each student in the following areas: spiritual, moral, intellectual, physical, social and aesthetic. Through care and concern for each individual person, we create the ideal environment for all our students to develop their full potential. We also help students to embrace the spirit of our school patron, Saint Francis of Assisi's.

School Characteristics

School Management

School Management Organisation:

The school is managed by Incorporated Management Committee. Engaged in the essence of running schools by the Hong Kong Catholic Diocesan Schools Council, the School Head leads the administrative groups to achieve all development goals by implementing the school policies.

Incorporated Management Committee / School Management Committee / Management Committee:

To set up the Incorporated Management Committee to ascertain whether the School is being operated and managed to the standard as specified in the School Development Plan. Please refer to the school website for details.

School Green Policy:

The school has participated in the "Jockey Club Energy-Saving School Programme" and "Green Campus 2.0", with solar panels installed for power generation and recycling bins set up. It has been certified under the Green School Award Scheme. The school also takes part in the "One Person, One Flower" campaign, the "Clean Your Plate — Zero Food Waste" initiative, visits "Green in the District" to practise waste recycling, organises a learning week with an environmental protection theme, and engages in study activities such as butterfly rearing, hydroponic farming, and aquaponics, all aimed at encouraging the adoption of a low-carbon and eco-friendly lifestyle.

School's Major Concerns:

1. To advance digital education and construct a future-ready learning model to cultivate excellent, self-directed learners.
2. To develop a school-based signature curriculum, founded on nurturing diverse potentials and values, to promote whole-person development.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Optimize the learning of languages through immersive activities on English Days and Putonghua Days.
2. Optimize the school-based curriculum by utilizing cooperative learning and multi-level questioning strategies. Emphasize knowledge construction and innovation to comprehensively cater to learning diversity and cultivate students' higher-order thinking skills.
3. Broaden students' horizons and enrich their learning experiences through project-based learning, cross-curricular curriculum, life-wide learning activities, and overseas exchange programs.
4. Leverage information technology to enhance teaching and learning interaction, facilitate instant feedback, and promote students' self-directed learning abilities.
5. Fully integrate AI into STEAM, ICT curriculum, and daily classroom teaching. Enhance students' AI literacy, computational thinking, and creativity to equip them for the challenges of the 21st century.
6. Promote reading and organise activities e.g. Reading with Dogs Programme.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Uphold the five core values of Catholic education, continuously enhance the school-based life education curriculum, and strengthen values education to nurture students who are positive, proactive, and have a love for nature.
2. Build students' sense of national identity by integrating National Education and National Security Education into classroom teaching.
3. Strengthen the school-based STEAM curriculum and hold a STEAM Day annually.
4. Make good use of afternoon sessions to conduct life-wide learning activities, values education, cross-curricular learning, and STEAM education to promote whole-person development.
5. Make good use of diversified and formative assessments to strengthen "Assessment for Learning," enabling students to receive timely feedback and make prompt improvements during the learning process. Concurrently, school hours are effectively used to guide students to engage in online self-learning and wholesome activities after school and during holidays.

Development of Generic Skills:

Through the implementation of the school-based curriculum, project learning, cross-curricular activities and life-wide learning, students' creativity, critical thinking skills, collaborative skills, communication skills and problem-solving skills are nurtured.

Cultivation of Proper Values, Attitudes and Behaviours:

1. The school strengthens the minds of students with different degrees of religion, promotes Positive Education to cultivate students' positive values and attitudes through Moral and Civic Education, Character Strengths Promotion Scheme and assembly sharing.
2. Through a series of related learning activities, we nurture students with good character so as to enhance their whole-person development.

Student Support

Whole School Approach to Catering for Learner Diversity:

The school has established clear policies to cater to the diverse needs of students. Differentiated instruction is implemented in the afternoon, with students grouped by ability for targeted academic enhancement and support. For gifted and talented students, we arrange various enhancement classes, specialized training, and referrals to external programs (Our students are successfully admitted to gifted programmes at The Hong Kong Academy for Gifted Education and various tertiary institutions). Additionally, high-ability students are trained to participate in different competitions to showcase their potential. For students with Special Educational Needs (SEN), we provide support such as homework and assessment accommodations and pre-lesson tutorial classes to address their learning differences, fostering a caring and inclusive campus environment.

Whole School Approach to Integrated Education:

Through a whole-school approach, we provide appropriate support services for these students by utilizing the Learning Support Grant. Specific measures include Chinese and English pull-out classes for certain grade levels, remedial learning groups, social skills training groups, enhanced school-based speech therapy service, school-based educational psychology services, and Individual Education Plans (IEPs). Furthermore, we maintain regular communication with parents to jointly support the learning and growth of our students.

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

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

Differentiated assignments, homework and assessment accommodations, before/after-school enhancement classes, pre-lesson tutorial classes, a Kindergarten-to-Primary transition programme, and a P.6 Secondary School transition programme.

Home-School Co-operation and School Ethos

Home-School Co-operation:

We hold regular home-school exchange sessions so parents can understand school development. For parent education, the school's "Star-Parent Certificate" encourages parents to keep learning and practicing positive discipline, character education, and home-family communication skills. We also offer activities to keep parents updated on education trends and parenting skills. A parents' group is set up to promote mutual support. For parental involvement, the Incorporated Management Committee includes a parent director so parents can take part in school decision-making. A parent volunteers team strengthens home-school links and helps parents understand how the school runs. Through activities, outdoor learning, and workshops, the school and parents work together closely.

School Ethos:

Our school places great emphasis on character formation. Through school-based discipline and counselling activities, Morning Assembly Sharing, the "Class Teacher's Mailbox," and the "Blessed with Friendship" birthday celebrations—we cultivate positive values in our students, including self-discipline, obedience, unity, and brotherly love. We organize adventure training and 'SFACS Day and Night' Campus Camp for upper-primary students. This immersive experience allows students to deepen their understanding of faith, strengthen their sense of belonging to the school, and develop self-care skills and a strong sense of responsibility. We actively participate in the "Whole School Health Programme." Through specialized workshops, seminars, and diverse activities, we raise awareness of psychological health and enhance students' understanding of mental wellness. Our goal is to bolster their resilience while creating a supportive and encouraging environment that fosters adaptability.

Future Development

School Development Plan:

1. Based on the five core values of Catholic education, cultivate students with positive values and attitudes, and demonstrate the characteristics of SFACS in their lives.
2. Through diverse and enriching learning experiences, develop students with 21st-century competencies so that they can confidently face future challenges.

Teacher Professional Training & Development:

According to the professional roles of teachers and principals described in 'T-Standard', guidelines on Teachers' Professional Conduct and the school's major concerns, different teacher professional trainings are organised so that teachers' professional standards and teaching quality can be maintained.

Others

To encourage students to pursue excellence in different areas, the school offers various awards—Parents-Teachers Association Stipend, Parents-Teachers Association Scholarship, Parents-Teachers Association Academic Excellence Award, Chan Wong Sit Chun Memorial Education Fund, St. Francis of Assisi Caritas Alumni Sports & Arts Education Scholarship.



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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 Yau Chi Jackson	Mr. Poon Chi Wing	Established	Aided Whole Day	Co-ed	Protestantism / Christianity
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					93%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Evangelical Lutheran Church of Hong Kong	Please refer to the Chinese version.	1963	Chinese	School Bus	About 4900 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	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
36	2	2	2	The classrooms and special rooms are equipped with electronic whiteboards. The digital auditorium, fencing hall and the "FLS 360 Outdoor Learning Area" are equipped with large LED walls.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
We have music room, library, English Discovery, Innovation Hub, Centre of National History Education, Esports Bike Arena, fencing hall and the FLS 360.				The school has accessible toilets and accessible lift in the main campus.

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

Number of teaching posts in the approved establishment				37		Total number of teachers in the school		37			
Qualifications and professional training (%)				Years of Experience (%)							
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above		Special Education Training		0 - 4 years		5 - 9 years		10 years or above	
100%	100%	38%		89%		19%		35%		46%	

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	2	2	2	2	4	6	18
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	2	2	2	2	2	4	14
Mode of teaching at different levels	We enhance students' learning with interdisciplinary learning approaches and diversified learning experiences. We cater for learner diversity through group learning.							
Remarks	-							

Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	2	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)	0	Number of exam(s) per year (P2 to P6 only)	3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies					Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders					Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	Diversified assessment for learning includes normal classwork, oral presentation, group reports, project learning reports, dictation, formative assessment and summative assessment.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	Mixed ability grouping for P.1 - P.6.				

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	10	35 mins	8:20 AM	3:20 PM	1:00 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	The focus of the school is to help students develop balanced and healthy living habits. We also joined the Healthy Eating Programme from the Health Department and the School Physical Fitness Award Scheme.		The school has assembly for Christian teaching, growth education lessons, interdisciplinary activities, reading sessions, school assembly, self-study lessons and extra-curricular activities.		

Life-wide Learning

Academics: Cambridge English, English drama, Mathematics Olympiad, drone training, STEAM programming, etc.
 Sports: Fencing, track and field, basketball, football, golf, Chinese dancing, dodgeball, pickleball, etc.
 Arts: Chinese drum percussion, percussion, ink painting, choir, etc.
 Spiritual: JPC, Christian fellowship, etc.

School Mission

Students will be benefited from a holistic development based on Christian values.

Our School motto is to build up a quality Christian school. It is to maintain a loving and caring school atmosphere which nurtures our students to become "a whole-person" and good citizens. We put Christian values into practice to lead to the greater development of our students in moral, intellectual, physical, social, aesthetics and spiritual aspects.

School Characteristics

School Management

School Management Organisation:

The Incorporated Management Committee was established on 31st August, 2011.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee consists of 15 members. Except for two parent managers and two teacher managers, other members come from the fields of religion, education and commerce. All members work wholeheartedly for the development of the school.

School Green Policy:

Our school makes use of recyclable and eco-friendly lunch boxes and eco-friendly tableware. We encourage the lunch supply company to dispose the food waste organically. We have participated in the EPH's "We-recycle @ School" activity.

School's Major Concerns:

Co-planning and peer lesson observation for different subjects are organized in order to design well planned lesson to cater for students' learning diversity. Students will have more chance to participate in the lesson. Scaffolding is provided to help students to build up subject knowledge and skills by themselves.

Learning and Teaching Plan

Learning & Teaching Strategies:

Improve the effectiveness of learning and teaching through questioning, eLearning, assessment for learning, etc. Continuously develop eLearning to enhance students' interest in learning; and develop students' generic skills through interdisciplinary learning, life-wide learning, project learning, STEAM activities, scientific inquiry, overseas study tour, etc.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Make good use of flexible lesson time by scheduling VISA lessons in the afternoons and design diverse learning activities to enrich students' learning experiences and enhance the effectiveness of teaching and learning.
2. Introduce fencing experiences and cycling lessons for Primary 1 and Primary 2 students through the school-based PE curriculum and help students develop healthy lifestyle habits.

Development of Generic Skills:

Students' generic skills are cultivated through interdisciplinary themed learning activities ,scientific inquiry, STEAM activities, project learning, growth education lessons, overseas study tour, life-wide learning activities, etc.

Cultivation of Proper Values, Attitudes and Behaviours:

Continue to develop National Education, National Security Education, patriotism education and values education to cultivate students' positive thinking and proper values. The curriculum includes national education activities, activities organized by Discipline and Guidance Team, systematic Chinese cultural exchange, sister-school exchange, reward schemes, religious activities and assemblies.

Student Support

Whole School Approach to Catering for Learner Diversity:

We have pull-out classes for Chinese and English, remedial programmes for Chinese, English and Mathematics, English classes for newly arrived students, social groups, concentration groups, reading and writing groups, etc. For students with high abilities in English or talented in mathematics, different levels of Cambridge English courses or Mathematical Olympiad courses will be arranged.

Whole School Approach to Integrated Education:

The school adopts Whole School Approach to cater for learner diversity. Special Educational Needs Coordinator leads the Student Support Team. The school has school-based educational psychologist, school-based speech therapist, counselling psychologist, school social worker and Special Educational Needs Support Teacher to support individual differences among students.

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

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

Curriculum Tailoring and Adaptation:

The school makes adjustment arrangements for students with special educational needs, including: academic adjustments, accommodations for dictation tests, and exam accommodations, to cater for students with diverse learning needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:

PTA organises regular activities, such as training workshops, parents talks, Thank Teachers Day and picnics.
 PTA has regular meetings and notices.

School Ethos:

1. We carry out a school based counselling programme that helps our students to develop good values, attitudes and habits in a loving and positive learning atmosphere.
2. We help students release academic and emotional tensions through various supportive measures.
3. Through growth classes, school-based counseling activities, counseling activities for new first-grade students, and peer support, we assist students in solving academic and emotional difficulties.
4. There is a Parent-Teacher Association that regularly holds parent education and parent-child activities.

Future Development

School Development Plan:

1. Enrich students' diversity of experiences and enhance learning and teaching effectiveness.
2. Sustain to promote National Education and Values Education through nurturing students in positive thinking.

Teacher Professional Training & Development:

1. Encourage teachers' professional development through workshops and talks so as to enhance teachers' ability to design diversified learning experiences.
2. Arrange professional training workshops and lectures for teachers according to school development needs.
3. Enhance teachers' professional development through joining supporting schemes from universities so as to facilitate students' learning.
4. Continuously professional development of teachers through introducing school-based support schemes.

Others

1. School Management Committee Award
2. PTA Award
3. Chinese cultural exchange activities and programme
4. International cultural exchange activities and programme



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Not
applicable

P.46

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mrs. Wong Luk Wing Yan Winnie	Ms. Ho Yin Wah Cynthia	Not Applicable	Private Whole Day	Co-ed	Protestantism / Christianity
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					Not Applicable
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Chan's Educational Organisation	Please refer to the Chinese version.	1995	Chinese	School Bus	About 3800 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-					
4Rs Mental Health Charter	-	Whole School Health Programme		-	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
\$75,058 (in 11 instalments)	-	\$100	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	Interactive electronic whiteboards, iPads, 3D printer are provided. There are also foyer display area, CCS Fish Pond, Garden and Chinese Herb Garden.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Stem Room, Visual Arts Room, Pottery and Carving Room, Music Room, Science and Technology Room, Drama lab, covered playgrounds, counselling room, English room, library and over ten activity rooms.				Accessible lift.

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		38
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%	92%	34%	-	22%	37%	41%	

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	4	4	3	3	3	20
2026/2027 school year	No. of classes	4	4	4	3	3	21
Mode of teaching at different levels	Activity approach; school-based fencing curriculum; school-based Chinese martial arts curriculum; phonics class, E-learning, drama class; reading time; STEAM technology class; pottery and carving class; Life Education class; extra-curricular activities; Chinese ink wash painting class; self-study time; classes for the gifted; remedial classes (Chi., Eng. and Math.); school-based Spanish						
Remarks	Two class teachers and one NET teacher for Primary 1 and 2. Two class teachers for Primary 6.						

Performance Assessment

Number of test(s) per year (P1 only)	3	Number of exam(s) per year (P1 only)	0	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)	3	Number of exam(s) per year (P2 to P6 only)	0		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies					Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders					Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	Project work; presentation skills; digital assignments, small group discussion; oral assessment; listening test; class work; written assessment; playing musical instrument.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	Mixed abilities.				

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:00 AM	3:10 PM	12:50 PM - 1:45 PM
Lunch arrangement	Healthy school life		Remarks		
Healthy and balanced diet provided by our in-house catering.	Drinking Water Scheme, In-house catering, Providing fresh fruit, nutritious lunch; spine exercise; Physical Exercise and activities during recess time; Sports Day; and Swimming Gala.		Drama lessons & activity classes for the whole school; over 30 extra-curricular activities; festival celebrations; Life Education Activity Programme (LEAP); Overseas Study Tour; arts & cultural performances appreciation, etc.		

Life-wide Learning

Extra-curricular activities include: Fencing, Martial Arts, Wing Chun, Carving, Ceramics, Chinese Painting, Drama, "Go" Chess, Tap Dance, Jazz Dance, Ball Games, Chinese and Western instruments, Debate group, Science & Technology etc.

School Mission

Building upon high educational aspirations and Christian values, we aim to create a positive learning environment for our students. By placing strong emphasis on a unique blending of "Five Hearts", Moral, Art, and Drama Education, we strive to nurture and assist all students to fully develop their intellect, and acquire healthy and well-balanced personalities.

School Characteristics

School Management

School Management Organisation:

Members of the School Management Committee and the school supervisor are appointed by Chan's Education Organisation to monitor the administration of the school.

Incorporated Management Committee / School Management Committee / Management Committee:

Our School Management Committee consists of representative members from the School Organizing Body.

School Green Policy:

Increase the awareness of environmental protection and realize a green way of living by using reusable utensils; recyclable waste sorting; using both sides of printing paper; turning on air conditioning only when external temperature is over 25.5°C; on-site planting and harvesting by student "farmers", "Recycling & Energy Saving Ambassadors", "Home Environmental Protection Scheme" environmental protection workshops; and encouraging the use of handkerchiefs.

School's Major Concerns:

1. Enhance leadership capabilities and strengthen the team's implementation of Five-Heart Education.
2. Stretching student potential and advancing with the times in teaching.
3. Practicing resilience and gratitude in daily life. Cultivate self-discipline and self-reflection in students.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Innovative "Five Hearts" education (i.e. learning to be "loving, caring, patient, sincere, and young-at-heart");
2. Activity approach-stressing student participation, self-expression and creative thinking;
3. Morning for class-learning and afternoon for extra-curricular activities;
4. Art education covering the arts, culture, and public performance to develop student potential and raise their artistic skills, knowledge and appreciation;
5. Promotion of drama education to boost the self-esteem and expressiveness of students;
6. STEAM: cultivate students' interests in science and technology;
7. Well-rounded and well-balanced learning;
8. Language learning: for academic purposes;
9. Led by professional consultants in core subjects to steer curriculum innovation and ensure excellence in teaching quality.;
10. A healthy and manageable amount of homework;
11. E-learning: increase students' participation and induce self-learning capabilities.
12. Replace dictation with activity-based learning in P1

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Strengthening values education;
2. Reinforcing, STEAM education, and nurturing students' media and information literacy;
3. Enriching life-wide learning experiences and promoting whole-person development;
4. Better catering for learner diversity;
5. Making good use of learning time and creating space to promote a balanced physical and mental development.

Development of Generic Skills:

Through group learning activities in class, adventure camps, interactive afternoon assemblies, "Primary Personal Growth and Life Education", students have opportunities to take on roles as Prefects, and the Student teacher Scheme helps to nurture students' ability to communicate, self-manage, and help others.

Cultivation of Proper Values, Attitudes and Behaviours:

Through Five Hearts education, teachers influence students by modelling positive behaviors and values, joint value education and thematic sharing, students will reflect, share, discuss, sing hymns and role play to understand the values and morals we treasure.

Student Support

Whole School Approach to Catering for Learner Diversity:

Chinese, English, and Mathematics remedial classes for P.3 - P.6 students.

Whole School Approach to Integrated Education:

Teaching adaptation and assessment accommodation, remedial learning groups, training on social skills.

Curriculum Tailoring and Adaptation:

1. Establish a learning support group.
2. Establish reinforcement classes for Chinese, English, and Mathematics.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Parent-volunteer team, Parent-child outings, Flag Day, Group reading parent volunteers, Parent seminars, "Parents Honoring Teachers" activities, sharing of Secondary school life by CCS Alumni, Graduation Dinner and Parent Voices (please refer to the CCS website).

School Ethos:

A caring school culture; with strong emphasis on student character development. Harmony: "Healthy child-developmental classes" to encourage self-discovery and communicative skills, and "Adventure" camps to train students the ability to confront and resolve difficulties;
A Caring attitude: Via "P.1, P.2, P.6 Caring Project", class teachers focus on individual students' growth;
A Loving Heart: "Student-teachers scheme" providing students with the opportunity to develop their spirit of mutuality; All Primary 5 participation in community service
Admiration: Through the "Good Person Good Deed Scheme" to honour students that demonstrate good conduct.

Future Development

School Development Plan:

1. Utilizing different platforms and strategies for continuous school development.
2. Cultivating lifelong learning skills through holistic education.
3. Strengthening values education through practice and experience.

Teacher Professional Training & Development:

Teachers' development day, School-based training workshops, Collaborative lesson planning, Peer class observation, Learning circle, Teachers' Conferences and Workshops and Sharing sessions.

Others

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Not
applicable

POA School Net No.

P.48

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Dr. Cheung Man Wai William	Dr. Cheung Man Wai William	Not Applicable	Private 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					Not Applicable
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Delia Group of Schools	Advancement in Adversity, Harmony in Diversity	1965	English	Nanny van	About 1300 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-				-	
4Rs Mental Health Charter	-	Whole School Health Programme		-	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
\$40,000 (in 10 instalments)	-	-	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
17	1	1	1	Indoor Gymnasium and Classroom Library.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
3 (Computer Room, Music Room and Multipurpose Room).				-

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		29
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
77%	100%	13%	3%	60%	23%	17%

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				No. of classes	2	2	2	2	2	12
Mode of teaching at different levels		Core Classes (P1-P6): all homerooms utilize mixed-ability grouping to promote multicultural harmony and peer collaboration. Upper Primary Chinese (Split-Class Policy): Students are grouped by language proficiency to deliver a tailored school-based curriculum. Major Subjects (Elite Groups): Higher-order thinking tasks and academic extension for high-achieving students.								
Remarks		-								

Performance Assessment

Number of test(s) per year (P1 only)		2	Number of exam(s) per year (P1 only)		2	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		2	Number of exam(s) per year (P2 to P6 only)		2		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	Diverse formative assessments - including modular quizzes, oral presentations, practical tasks, and classroom observations – are integrated into daily learning to understand student progress adaptively. Detailed descriptive feedback and improvement strategies are provided to foster a growth mindset.						
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	Core Classes (P1-P6): mixed-ability grouping. Upper Primary Chinese: grouped by language proficiency						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:00 AM	3:20 PM	12:20 PM - 1:10 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	We take a holistic approach to student wellness through physical fitness initiatives, healthy eating campaigns, and hygiene routines. Equal priority is given to emotional and social well-being.		Our school day fosters whole-person development. Structured daily assemblies actively nurture positive values like resilience, mutual respect and responsibility, while exploring moral, finance cultural and drama education within our school-based WELL-ness education framework. Dynamic mid-day breaks offer balanced options: guided homework support, music appreciation, collaborative games, news sharing, and educational screenings that spark curiosity in science and language arts.		

To provide students with authentic learning experience, we offer: (1) Academic & Community Exploration: Curricular-linked museum visits and hands-on field trips across various subjects. (2) Leadership & Life Skills: Prefect programmes, School Ambassadors, and “Little Mentors” initiatives designed to foster self-discipline, responsibility, and service leadership. (3) Talent & Potential Development: Volunteer opportunities, diverse sports and artistic groups – including our competitive Sport teams, Folk Song and Dance teams Our students consistently achieve outstanding accolades in English Solo Verse Speaking at the Hong Kong Schools Speech Festival and secure top honours at the Hong Kong School Drama Festival.

School Mission

To nurture, inspire, and educate young people of all nationalities, religions, family backgrounds, and academic abilities, fostering an inclusive environment where every student can thrive. Our goal is to cultivate critical thinking, independent judgement, and effective communication skills. Beyond enhancing core academic knowledge and foundational literacy, we aim to ignite a lifelong passion for learning – empowering our students to become enthusiastic, positive, innovative, and deeply responsible global citizens.

School Characteristics

School Management School Management Organisation: The school is under the management of Delia Group of Schools. The School Management Committee together with the Principal lead school administrators and subject panel heads in the school's daily operation. Incorporated Management Committee / School Management Committee / Management Committee: Composed of representatives of the school sponsoring body and members of the public rich in educational experience. School Green Policy: To cultivate environmental stewardship and sustainable lifestyles, we offer: (1) Waste Reduction & Conservation: Implement energy-saving measures, waste reduction protocols, and resources-utilization schemes across campus. (2) Sustainable Campus Practices: Practical, daily green habits, including the “Minimizing Food Leftover” initiative and the “Bringing Your Own Eating Utensils” policy. (3) Experiential Greening Projects: LCSD “One-Person-One-Flower” Scheme and the “Greening School Project”. School's Major Concerns: Nurture students' self-discipline, self regulating skills and care for others; develop students' leadership potential for contribution to society. Learning and Teaching Plan Learning & Teaching Strategies: (1) Multilingual Immersive Environment: English is the primary medium of instruction, with Cantonese and Putonghua pathways reflecting Hong Kong's linguistic community. (2) Interactive Pedagogy: Lessons prioritize hands-on, student-centered interactive approaches that encourage the practical application of knowledge. (3) Cross-Curricular Project-Based Learning: Interdisciplinary projects and community exploration to promote cultural harmony. (4) Language-Rich Literacy Focus: We cultivate a deep reading culture by integrating an Extensive Reading Scheme alongside Storybook-based English learning. Development of Major Renewed Emphases of the Primary Education Curriculum: 1. Values & Civic Identity: Core positive values, national education, and national security awareness are integrated into daily classes, life education, and cultural appreciation. 2. Well-being & Literacy: We promote healthy lifestyles through sports initiatives, healthy eating campaigns, and daily self-care routines. We also cultivate a reading culture using extensive reading schemes. 3. Innovation & STEAM: Applied science and digital literacy are woven into learning to foster creative problem-solving and adaptive skills for the future. Development of Generic Skills: 1. Collaboration & Communication: Developed through cross-curricular group projects, encouraging independent judgment and respect for diverse perspectives. 2. Problem-Solving & Innovation: Cultivated via applied science and tech-driven innovation education, sharpening critical thinking, numeracy, and digital literacy. 3. Self-Management & Study Skills: Nurtured through daily self-care routines and extensive reading to build autonomous lifelong learning habits. Cultivation of Proper Values, Attitudes and Behaviours: 1. School-based WELL-ness Education: Core positive values—such as resilience, mutual respect, and responsibility—are organically nurtured by integrating Moral, Financial, Cultural, and Drama education into our specialized school-based curriculum. 2. Active Leadership & Civic Responsibility: Through structured platforms like our Prefect Programme and School Ambassadors, students actively practice service leadership, mutual accommodation, and civic duties daily. 3. Structured Routine Campaigns: Value cultivation is translated into practical habits through regular campus initiatives, including Discipline Week and Cleanliness Week, which reinforce student self-care routines and positive social behaviors. Student Support Whole School Approach to Catering for Learner Diversity: 1. Differentiated Classroom Instruction: While core homerooms maintain inclusive, mixed-ability groupings, teachers utilize tiered assignments and multi-sensory teaching to accommodate diverse learning styles. 2. Dual-Track Academic Extension: We run a balanced support system featuring specialized split-class language learning and subject-based "Elite Groups" for high achievers, alongside targeted after-school remedial tutorials. Whole School Approach to Integrated Education: 1. High-Level Administrative Leadership: Overseen by a senior administrative staff member, our Student Guidance Officer, social workers, and educational psychologists collaborate closely to design Personalized Education Plans (PEPs). 2. Dedicated School-Based Accommodations: We flexibly deploy internal resources to provide targeted support, including evidence-based social skills enhancement and tailored special examination arrangements that ensure fair assessment. 3. Home-School Co-operation: We maintain communication with parents to review lea Home-School Co-operation: We maintain communication with parents to review learning adjustments regularly, fostering a strong partnership that ensures every child thrives. Education Support for Non-Chinese Speaking (NCS) Students: Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; 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. Chinese Language Curriculum & Parent Support: 1. Upper-Primary Differentiated Pathways: For J4 to J6, students are grouped in Chinese classes according to proficiency to take a school-based curriculum developed with university experts. 2. Parent Empowerment Workshops: We offer Chinese language courses for parents, strengthening home-school alignment and empowering families to support student learning home. Curriculum Tailoring and Adaptation: Our school-based Chinese curriculum is specifically tailored to the diverse needs of non-Chinese speaking (NCS) students. Through differentiated learning pathways, we systematically equip students to sit for local and international public examinations, including the HKDSE and GCSE, securing strong future academic and career advancement. Home-School Co-operation and School Ethos Home-School Co-operation: We foster deep home-school partnerships through regular telephone contact, in-person meetings, and digital platforms including Google Classroom and eClass. Parents are actively encouraged to participate in campus events, collaborating closely to contribute to our vibrant community. Embracing an open-door policy, we warmly welcome parents to drop in and converse directly with our principal and senior administrators, collaborating closely to contribute to our vibrant community. School Ethos: 1. Harmony in Diversity: Cultivating an inclusive culture for students of all nationalities. 2. Mutual Respect: Promoting active listening and accommodation of different perspectives. 3. Embracing Differences: Accepting individual uniqueness and encouraging students to maximize their personal strengths. 4. Whole-Person Growth: Nurturing balanced academic, emotional, and social development. Future Development School Development Plan: 1. Cultivate Bi-literate Excellence: To elevate Chinese language proficiency through differentiated pathways and maintain high-standard, academic foundation. 2. Deepen Whole-Person Support: To expand inclusive learning opportunities and targeted school-based accommodations that unlock potential while embracing multicultural diversity. 3. To Foster a Culture of Innovation: To cultivate a campus-wide growth mindset that sparks students' creativity, self-learning, and problem-solving through STEAM initiatives. Teacher Professional Training & Development: Our teachers actively engage in diverse professional development, including exchange visits, specialised seminars, and pedagogical workshops. To continuously elevate learning and teaching efficacy, the teaching team collaborates closely with university experts to research, tailor, and optimise our rigorous Chinese and English curricula. Others We value students' holistic physical and mental well-being by promoting sports, music, and arts education. Students are encouraged to challenge themselves in territory-wide platforms, securing top accolades in the Hong Kong Schools Speech Festival, Drama Festival, Music Festival, and various sports competitions. Demonstrating our inclusive excellence, 6 ethnic minority students recently won the prestigious "Top 10 Outstanding Ethnic Minority Student Award" from the Hong Kong Community Network.
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九龍禮賢學校 Kowloon Rhenish School

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http://www.krs.edu.hk

Not
applicable

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Tang Siu Hin	Ms. Ng Yuk Ying Candice	Not Applicable	Private Whole Day	Co-ed	Protestantism / Christianity
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					Not Applicable
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Chinese Rhenish Church HK Synod	The fear of the Lord is the beginning of knowledge.	1959	Chinese (incl.: Putonghua) and English	Nanny van	About 4207 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-				Yes	
4Rs Mental Health Charter	-	Whole School Health Programme		-	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
\$62,200	-	-	-	Co-curricular activities fees, around \$1,000 to \$2,000 per term.

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
18	1	1	1	Resources on parenting.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
2 IT rooms, multi-media production room, visual arts room, music room, counselling room, multi-function room.				Accessible lift.

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		32
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%	28%	3%	9%	10%	81%	

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total	
2025/2026 school year		No. of classes	4	4	3	3	2	2	18
2026/2027 school year		No. of classes	3	3	3	3	3	3	18
Mode of teaching at different levels	Small group teachings in P.1-P.6 Chinese Reading and writing, P.1-P.6 English Language Skills, P.1-P.6 Putonghua. Co-teaching in P.1-P.6 Chinese Reading and writing, Putonghua & P.1-P.6 General English.								
Remarks	P.4 Life game for Growth Programme. P.1 & P.6 Bridging programmes, P.1-P.6 (STEAM/Chinese/English training classes for gifted), P.1-P.6 STEAM Indoor Ice Activities, Low-altitude economy & UAV Training Programmes.								

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	No
Number of test(s) per year (P2 to P6 only)	0	Number of exam(s) per year (P2 to P6 only)	3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies					Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders					No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					No
Diversified Assessment for Learning	Continuous assessment in some subjects.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					No
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					No
Streaming arrangement	Mixed ability classes from P.1 to P.6.				

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	7	35 mins	7:50 AM	3:15 PM	1:00 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	School based moral and civic education. Co-curricular activities help to realize potential and strengthen interpersonal skills.		-		

Life-wide Learning

Around 50 different sports & arts activities. Each student has to join 1 sports & 1 arts activities per year.

School Mission

Our school provides top-quality education together with a caring and supportive learning environment, grounded in the love & teachings of Jesus Christ.

School Characteristics**School Management****School Management Organisation:**

School Management Committee / School Executive Committee / Different Task Force Groups

Incorporated Management Committee / School Management Committee / Management Committee:

The School Sponsoring Body has appointed those who have gained considerable experience in educational administration to be the members of the Management Committee.

School Green Policy:

Encourage students to save energy, green the campus and participate in recycling activities.

School's Major Concerns:

1. STEAM Education
2. Reading across Curriculum
3. Values Education
4. National Education

Learning and Teaching Plan**Learning & Teaching Strategies:**

Regular lessons in the morning with civic & moral education as well as activities in the afternoon-Learning school-based curriculum through activities.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Enhancement of School Curriculum - infusing values education (including life education, national education and national security education) into the school-based curriculum.

Development of Generic Skills:

Generic skills are developed through co-curriculum activities, outdoor learning and project learning. Life skills training camp, inter-schools learning projects and overseas learning trips are conducted.

Cultivation of Proper Values, Attitudes and Behaviours:

Our school puts a strong emphasis upon the promoted items – Apart from the school-based curriculum in Civic Education, Students' Fellowships and the weekly assembly, we have specially designed a daily 25-minute session for teacher-student interaction. Establish national education and national security education committees to organise different activities together with setting up the flag-raising team to equip our students with positive values and attitudes.

Student Support**Whole School Approach to Catering for Learner Diversity:**

We have gifted education program and remedial classes. Support for transition from kindergarten to P.1 and P.6 to secondary school is also provided.

Whole School Approach to Integrated Education:

To cater for learner diversity, there is special committee which is responsible for assisting students with special educational needs. Constant support and training is provided through different student learning teams targeting to enhance the students' social and communication skills as well as their academic development. Special policies on assessment accommodation have also been developed to meet the needs of those students.

Curriculum Tailoring and Adaptation:

By organizing regular subject and level meetings, we have been evaluating students' learning progress for the adaptation of our curriculum and assessment in order to uphold the principle of catering for the diverse needs of students as well as arousing their learning interest.

Home-School Co-operation and School Ethos**Home-School Co-operation:**

1. School and parents' prayer meeting once per week.
2. Parents' meeting, home visits and parent-helpers activities every term.
3. Telephone contacts between parents and school.
4. Home visit.

School Ethos:

1. Established sound partnership with parents in education.
2. Adaptation measures for P.1 students provided.
3. Bridging programs for P.6 fitting into secondary school provided.
4. Life Skills Training Camp for P.1 - P.6 students.
5. Overseas educational tour for P.4 - P.5 students.

Future Development**School Development Plan:**

Outdoor Learning, Project Learning and STEAM learning in General Studies continued. Knowledge Community Network for the learning in major subjects. Small group teaching in Putonghua, Chinese & English subjects to enhance speaking, reading & writing skills. Thinking skills in Math as well as Life Skills training will continue.

Teacher Professional Training & Development:

Lesson co-planning, visual arts teaching, reading strategy, special education needs, family education.

Others

Participate in inter-schools subject competitions, inter-schools music & choral speaking competitions, inter-schools sports competitions, etc.



School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Dr. Leung Yin Yat William	Principal Ng Hiuling	Not Applicable	DSS 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
Lingnan University Alumni Association (Hong Kong) Ltd.	Education for Service	1964	Chinese (incl.: Putonghua) and English	School Bus	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		Action School	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
\$18,380(in 10 instalments)	-	\$100	Miscellaneous fee: \$500/term	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
12	1	1	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
English Reading Room, STEAM Music Lab, Counselling Room, VA Room, Mindfulness Corner, Lingnan Cafe, Resources Room.				-

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		31
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	41%	63%	15%	19%	66%

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 (Based on the approval of EDB in 2026)	No. of classes	2	2	2	2	2	12
Mode of teaching at different levels	Small class teaching, with an interactive and activity-based learning approach. Two class teachers to enhance communication and care for students; 3 class teachers for P.1-P.2, one of whom is NET in P.1. Cantonese as the MOI for most subjects, except English and Putonghua. Focus on nurturing 21st-century young leaders with a positive attitude and skills towards learning. Let every student shine!						
Remarks	Focus on all-around development of students: Language, music, art, sports, science, leadership, services. Learner Profiles: Proactive learning, Love & courage, Effective communication, Diligent & resilient, Creative problem solving, Patience & concentration, Faithful & grateful, Curious & passionate, Open-minded & polite.						

Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	1	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)	0	Number of exam(s) per year (P2 to P6 only)	2		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies					Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders					Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	To enhance smooth transition, Primary 1 students will have ONE exam at the end of the academic year. Primary 2-6 students will have TWO exams throughout the academic year. Formative assessment occurs in daily classroom teaching and learning as to enhance the learning interest and learning outcomes of students. A wide range of learning activities would be conducted throughout the learning process.				
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	Generally, there are no streaming classes in each form level. However, a policy of streaming groups based on students' academic performance exists in some core subjects. Chinese for Primary 1-5 are divided into three groups; English for Primary 2-5 are divided into three groups.				

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	8	35 mins	8:00 AM	3:00 PM	12:55 PM - 1:50 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Encourages students to maintain a healthy lifestyle by having a balanced diet, focusing on physical and mental health development.		https://www.facebook.com/luaaps.edu.hk/		

Life-wide Learning

Our school emphasizes the great importance of students' whole-person development. Our Life-wide learning encompasses a wide range of activities, including Mainland and Overseas Exchange, curriculum extension activities, community service, and other work-related experiences. Various opportunities are offered to extend and enrich students' experience, which enhances whole-person development, inculcates ideals of life-long learning and develops them into confident, optimistic and persevering Lingnian.

School Mission

Education for service

School Characteristics

School Management

School Management Organisation:

The School Management Committee (SMC) has broad representation. We are committed to implementing student-centred teaching approaches to deliver whole-person education. Through the commitment and dedication of our leadership, we uphold accountability and work collectively to provide quality education for our students.

Through the SMC, the administration, subject panels, and functional groups, we adopt the ""Planning – Implementation – Evaluation"" model to monitor the implementation of initiatives and assess their effectiveness. This strengthens communication with stakeholders and fosters the school's continuous development.

Incorporated Management Committee / School Management Committee / Management Committee:

Board of Directors: Lingnan University Alumni Association (Hong Kong) Primary School Management Committee Limited.

School Green Policy:

To encourage students to protect the environment, adopt a green living style in the school.

School's Major Concerns:

Enriching education, cultivating competence, unfolding talents through diverse learning.
Nurturing character, embracing Chinese culture, shaping virtues for a future embraced.

Learning and Teaching Plan

Learning & Teaching Strategies:

Enriching education, cultivating competence, unfolding talents through diverse learning

1. To enrich students' learning experiences and employ diverse pedagogical strategies to cater for learner diversity, thereby enhancing their self-confidence in learning;
2. To continuously refine the curriculum to foster students' knowledge and competencies within the STREAM learning domains.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Nurturing character, immersing in Chinese culture, shaping virtues for a future embraced

1. To consistently promote values education and cultivate positive values in students, fostering exemplary character and conduct while building a positive school culture;
2. To cultivate a sense of patriotism and global perspective among students, with traditional Chinese virtues serving as the cornerstone of their development;
3. To nurture students' mental well-being and enhance their emotional positivity and resilience.

Development of Generic Skills:

Through diversified learning activities including theme-based learning, experiential learning, local and overseas exchange, interdisciplinary reading, etc., to train up students as a lifelong learner with generic skills including study skills, communication skills, collaboration skills, problem-solving skills, critical thinking skills, creativity and information technology skills, etc.

Cultivation of Proper Values, Attitudes and Behaviours:

1. Through weekly morning assembly, Life Education and subject projects, inter-class competitions, allowing students to practice positive culture and to nurture good characters;
2. Organizing activities such as Teacher Appreciation Day activities, let students know the importance of respecting teachers and showing gratitude;
3. Implementing class-building activities, to enhance students' cooperation and interpersonal skills, as well as taking care of students' mental growth and needs;
4. Implementing diverse reward schemes to encourage and recognize students, nurturing them to become confident children.

Student Support

Whole School Approach to Catering for Learner Diversity:

The three-tier development programme caters for the needs of both gifted and special needs students. Additionally, the 'Starfish' Programme is established, with a 1:10 teacher-to-student ratio to nurture students' moral and emotional development. Primary 1,4,and 6 students are equipped with Multiple Intelligences Development Assessment to develop personalized education.

In terms of academic support, various strategies are implemented to assist students and teach them in accordance with their aptitude. Measures include small-group teaching for English and Chinese at designated year levels, collaborative lesson planning among teachers, after-school training groups, and the adaptation of instructional content and assessment methods.

Whole School Approach to Integrated Education:

We offer the Early Identification and Intervention programme, as well as the Kindergarten-to-Primary bridging programme for Primary One Students. The school psychologist, speech therapist, school social worker and student guidance personnel and teaching assistants provide tailored support to the students.

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

Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; and organising activities to create an inclusive learning environment in the school.

Curriculum Tailoring and Adaptation:

The teaching of subjects in some grades is streamed and the curricula for some courses will be adjusted according to the needs of students.

At the same time, we provide tiered assignments, assessment accommodations, and various learning support measures to ensure that all arrangements cater to the individual needs of diverse learners.

Home-School Co-operation and School Ethos

Home-School Co-operation:

A 'home-school group' has been set up to specifically deal with home-school collaboration and communication. Parents' sharing group, Parents' Academy, Principal-Parent Tea Gathering and Joyful Reading Club provide support to parents in enhancing their parental skills and relationship with their children.

School Ethos:

Instilling gratitude, care, respect, and responsibility through individual, class, and whole-school approaches:

1. Cultivating exemplary character and a positive culture via weekly assemblies, Life Education, and cross-curricular activities.
2. Partnering with parents for "Teachers' Appreciation Day" and "Parents Appreciate Teachers" to foster gratitude. Implementing reward schemes (e.g., Homework, Discipline, "Lingnan Superkids", and Cleanliness) to encourage responsibility, courtesy, and self-reliance, in line with the school motto: "Education for service".
3. Strengthening student self-management and leadership through the Prefect and Monitor systems.

Future Development

School Development Plan:

We believe that every child is precious and can excel to their full potential with appropriate approaches. We are committed to providing high-quality education services for children. In addition to teaching students' knowledge and skills, we carefully consider their spiritual and moral education. We equip students to be sensible and pragmatic people. In the end, we envisage our students to know God, love life; love to learn and be willing to serve. We strive for betterment in resources and school management to build an ever-improving and high quality school where every student shines.

Teacher Professional Training & Development:

Our belief is to adhere to the 'student-oriented' spirit in daily education. We emphasis on establishing a good relationship between teachers, students and school. By embracing continuous learning through professional development, teachers can embark on a journey of growth that benefits both themselves and their students.

Fee Remission

Our school offers full school fee remission or 1/2 school fee remission student may also apply for fee remission based on emergent needs.. Needy students, including those from families receiving the Comprehensive Social Security Assistance (CSSA) and students receiving financial assistance provided by the Student Finance Office of the Working Family and Student Financial Assistance Agency (WFSFAA), could apply for fee remission.

- Newly admitted students could apply for the school fee remission after 1 month(s) of commencement of the new school year. Application results will be announced within 1 month(s) after submission of applications.

- Please visit the web-link in our school's website for details of school fee remission scheme, including the family income limits.

Others

We award scholarships to students who perform well in the academic and non-academic aspects. Through organizing a variety of activities and broadening students' horizons, we strive to provide high quality of MI classes to inspire students' diverse potential, let students shine, and move toward the goal of "one talent for life". The school-wide activities include school trips, life camps, Lingnan Talent Show, post-exam activities and variety shows. Extra-curricular activities are divided into school teams, interest classes, multiple intelligence classes and learning support groups. The types of activities refer to the eight multiple intelligences, and the activities consist of 50 different choices.



聖方濟各英文小學

St. Francis of Assisi's English Primary School

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https://www.sfaeps.edu.hk

Not
applicable

POA School Net No.

P.54

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Ting Tak Ching Teresa	Ms. Tam Ka Ming	Not Applicable	Private 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					Not Applicable
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	Dominus Meus Deus Meus	1955	Chinese & English	School Bus; Nanny van	About 2000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
			Yes		Yes
4Rs Mental Health Charter	-	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
\$58,500 (in 10 instalments)	-	\$20	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	School Studio
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Gifted Education Resource Centre, Visual Art Room, ITLC, Music Room, Conference Room and Student Guidance Room.				Gifted Educational Resource Centre.

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		47
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
87%	100%	57%	100%	36%	38%	26%

Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total
2025/2026 school year			No. of classes	5	5	4	4	3	3	24
2026/2027 school year			No. of classes	5	5	4	4	4	3	25
Mode of teaching at different levels		Teaching Chinese Subject in Putonghua. English, Humanities and Science are taught in English. P.3 - P.6 students need to study Japanese or French.								
Remarks		-								

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	No
Number of test(s) per year (P2 to P6 only)		0	Number of exam(s) per year (P2 to P6 only)		3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							No
Diversified Assessment for Learning	Students' Self-assessment, Peer Assessment, Teachers' Assessment. All the assessments are based on the gifted education elements: creativity, higher order thinking and personal and social competence.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							No
Streaming arrangement	Normal Distribution.						

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	7:50 AM	2:50 PM	12:45 PM - 1:45 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	'Growth Education' is designed for teaching students the importance of school healthy life and communicative skills. Besides, regular morning sharing sessions and talks are set up for teaching students how to live healthily.		The lessons are taught in a cycle system: six days in one cycle. The duration of extra-curricular activities is about one hour. In addition, students can join some activities after school or on Saturdays.		

The extra-curricular activities are multi-dimensional, including gifted education pull-out programmes, choir, Art & craft and various kinds of sports activities.

School Mission

St. Francis of Assisi's English Primary School aims to effectively cultivate the talent and capacity in each of its students founded on Catholic education principles. We strive to:

- Adhere to the principle of Catholic education with the six learning areas (Spiritual, Moral, Intellectual, Physical, Social, Aesthetic) for the holistic development of our students.
- Nurture essential competencies and proactive learning attitude among our students.
- Provide students with a diverse and progressive school-based curriculum.
- Cultivate an effective, appreciative and respectful environment for learning and teaching.
- Sustain a collaborative culture based on love, care, mutual respect, fairness and understanding among teachers.
- Maintain strong partnerships with parents and alumni based on mutual trust and open communication.

School Characteristics

School Management

School Management Organisation:

The Catholic Education Office and the Procurator are responsible to supervise our School. The School Management Committee are the chief persons to manage the School affairs. The Principal, the Vice-Principal and Senior Teachers are responsible for School administrative work.

Incorporated Management Committee / School Management Committee / Management Committee:

There are 8 members in School Management Committee, including Principal, Supervisor and 6 Managers.

School Green Policy:

Our school aims at building a green school and fostering sustainable development as a whole.

School's Major Concerns:

- To build and develop strong and respectable character in our students grounded on the five Core Values of Catholic Education; Service Leadership Education; and Gifted Education;
- To maximize students' involvement in being beneficiaries of a holistic curriculum characterised by the principles of Blended learning and Affective Education;
- To continue the strengthening and refining of students' presentation skills by cultivating a strong English and Putonghua environment.

Learning and Teaching Plan

Learning & Teaching Strategies:

Our school adopts a cycle system in the lessons. Students' learning aspects are various. The most important areas are their cognition, skill and attitude.

Development of Major Renewed Emphases of the Primary Education Curriculum:

We uphold the Five Core Catholic Education Values of Truth, Justice, Love, Life, and Family, in line with the values education promoted by the Education Bureau, and pass them on to young people and prepare them properly for their life and future responsibilities.

We strive to inculcate moral values in our students, making them responsible citizens through our value-infused curriculum and activities.

We aim to broaden students' different learning experiences and promote whole-person development. Through embedding a wide range of cross-curricular learning and projects into our curriculum and established a reading culture in our school, we created an innovative learning culture that encourage and allows students to explore, create and to enhance their higher-order thinking skills.

Development of Generic Skills:

Our school aims at providing an all-rounded education for our students. Students therefore will obtain much knowledge in various aspects in learning, including the abilities of communication, presentation and speaking.

Cultivation of Proper Values, Attitudes and Behaviours:

Base on five core Values of Catholic Education; Service Leadership Education

Student Support

Whole School Approach to Catering for Learner Diversity:

Our school has implemented gifted education for many years. Pull-out programmes, whole-class programme and curriculum compacting are used in the gifted education.

Whole School Approach to Integrated Education:

-

Curriculum Tailoring and Adaptation:

-

Home-School Co-operation and School Ethos

Home-School Co-operation:

Our School Parent-Teacher Association is responsible for the co-operation among teachers and parents. The Association will conduct various activities every year to promote the communication of teachers and parents. Moreover, many groups are established in the Association, such as Academic Committee, Public Relation Committee and Student Affair Committee, to work with teachers so as to promote school affairs.

School Ethos:

- Provide a learning environment to nurture students' virtue based on the VMV of our school.
- Promote the value of "Love, Life, Family, Truth and Justice". Create a caring, loving, appreciating and harmonious environment.
- Provide a love and care environment and develop students' presentation skills.
- Provide diverse health services and welfare.
- Organize OLE (other learning experiences) and Parents' Forums. Publish COLOURS and school-related publications that provide opportunities for students to present their work.
- Provide a safe and suitable learning environment.
- Nurture students' awareness to personal health and environmentally-friendly ideals, and foster a healthy and green school culture.
- Develop a generation of youths which live by the principles of the Catholic A+ Value Education and the school's five core principle.

Future Development

School Development Plan:

Gifted Education and Information Technology Education are the two main aspects in our School's development. Curriculum reform, extra-curricular activities and reading scheme are all based on the above two areas in order to achieve quality education as the ultimate goal.

Teacher Professional Training & Development:

Our school provides teaching staff with various opportunities of training, such as Teacher Development Day, workshops and seminars. Our School also encourages them to take part in training courses organized by EDB, universities and institutes.

Others

- Scholarship available.
- Students join a lot of inter-school competitions and won a lot of awards. (For details, please refer to the school website.
- P.3 to P.6 students can join some educational tours.



聖瑪加利男女英文中小學

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Not applicable

POA School Net No.

P.56

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Tin Htun Chi Hang Cyrus	Ms. Lee Lan Yuen Nancy	Not Applicable	DSS 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					Not Applicable
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
St. Margaret's Educational Organization Limited	Pursuit of virtues to perfection with self-renewal spirit	1965	English	School Bus; Nanny van	About 7350 Sq. M
Through-train Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
St. Margaret's Co-educational English Secondary and Primary School			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
\$53,570 (in 10 instalments)	-	\$50	-	School-based Learning Materials, Exercise Books and other items: \$392

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
43	2	2	2	130m all-weathered tracks, a long jump sandpit, sport-climbing wall, a 5-lane 25m indoor heated swimming pool, a 7m high multi-purpose hall & a Gym.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Total 18: 2 Laboratories, 3 Computer Rooms, Campus TV Studio, Modern Language Rooms, Chinese Cultural Room, Music Kingdom & Art Kingdom, Home Sweet Home (Home Economics Room), Humanities Room, Dance Room, Black Box Theatre (Drama Room).				Ramp, Accessible lift, Accessible toilet, Tactile guide path and Accessible public information / service counter.

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

Number of teaching posts in the approved establishment			-	Total number of teachers in the school		39
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
74%	95%	26%	21%	51%	18%	31%

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 (Based on the approval of EDB in 2026)	No. of classes	2	2	2	2	2	12
Mode of teaching at different levels	For Junior Primary, 2 classes in each grade are divided into 3 groups so that more attention will be given to students. Small class teaching & co-teaching cater for students' needs. For Senior Primary, 2 classes are divided into 3 to 4 Groups for the main subjects. Enhancement / Enrichment classes will be provided.						
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)		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							No
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							No
Diversified Assessment for Learning	P.1: no summative assessment. *P.2 has 1 assessment* / P.3 or above have 2 assessments per year: daily performance, project-based learning and problem solving learning; enhancement classes will be provided after each assessment to ensure students meet the standard whereas enrichment classes will be offered to develop students' potential; activities are conducted, aiming at broadening the horizons.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							No
Streaming arrangement	For Junior Primary, 2 classes in each grade are divided into 3 groups. For Senior Primary, 2 classes are divided into 3 to 4 Groups for the core subjects.						

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	8:15 AM	2:50 PM	11:30 AM - 12:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and delivered by parents.	Two registered nurses are stationed in the School to provide healthcare for students in need, give professional advice and guidance for any enquiry about their juvenile development and liaise with parents for further follow-up when necessary; designated teachers organise related activities to promote healthy lifestyle.		The duration of each normal period is generally 40 mins/period; and school ends at 2:50 p.m., except Fridays at 3:20 p.m.		

Talent class is in our curriculum. Student have to join one of the Uniform Teams, such as Brownie, Grasshopper, CYC, Road Safety Patrol or Junior Police Call. They can join Dancing Club, Speech, Choir, Music Club, Orchestra, Lion Dance, as well as Sports or Science Club. Students' potentials and self-confidence are developed through the participation of these activities & competitions.

School Mission

We provide a global education whereby students are nurtured to be all-rounders and to reach their full potential with initiative and joy. They will become excellent communicators and high achievers with a positive mindset and an international outlook, being able to rise to the challenges of the 21st Century.

School Characteristics

School Management

School Management Organisation:

Our School Sponsoring Body is St. Margaret's Educational Organization, Ltd. (Non-profit making). Our school is managed by the School Management Committee (SMC), comprising the Chairperson, the Supervisor, SSB school managers, the principal, the parent manager, the teacher manager, the alumni manager and independent managers.

Incorporated Management Committee / School Management Committee / Management Committee:

School Management Committee

School Green Policy:

Our School organises activities, such as joining the "Earth Hour" activity and implementation of the food waste recycling programme. Our school was awarded the "Green School Award" and the individual and group prizes of the "Cherish Water Campus" Integrated Education Programme.

School's Major Concerns:

Our 2 major concerns: 1. Nurturing Active Learners; 2. Strengthening Positive Education

Learning and Teaching Plan

Learning & Teaching Strategies:

We aim to cultivate multilingual students to be trilliterate & quadrilingual. Major subjects include English, Chinese, Modern Languages (French, German, Japanese or Spanish), Mathematics, Humanities, Science, I.T. and STEAM, Project Learning, Multi-Intelligence activities are also conducted to promote students' self-learning. Main subjects are conducted at the same time to allow group learning & co-teaching catering for individual differences. We promote self-learning through the integration of Project-Based Learning and Multiple Intelligence activities. We organize cross-curricular activities, fostering a creative and open-minded learning environment.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Our curriculum focuses on key renewed emphases, including: 1. Strengthening Values Education: We integrate national education to build a strong foundation in values education. 2. Fostering Balanced Physical and Mental Development: Our curriculum encourages the well-rounded development of students' physical and mental abilities. 3. Enriching Life-Wide Learning Experiences: We promote whole-person development by providing diverse learning experiences both inside and outside the classroom. 4. Reinforcing STEAM Education: We nurture students' media and information literacy by emphasizing STEAM education. 5. Enhancing Cross-Curricular Learning: We promote active and lifelong learning abilities through reading across the curriculum and incorporating career and life planning elements.

Development of Generic Skills:

Our school is dedicated to fostering the development of essential generic skills, including problem-solving, independent thinking and communication, by providing students with diverse and immersive learning experiences. We extend learning beyond the classroom through activities, visits, student exchanges and overseas trips, which not only enrich students' cultural understanding but also strengthen their generic skills. By integrating cross-curricular activities, values education, and real-world applications of classroom learning, our students are well-prepared for future challenges and equipped to navigate our increasingly interconnected world.

Cultivation of Proper Values, Attitudes and Behaviours:

We strive to instill positive values and attitudes in our students, catering for their holistic developmental needs. This approach equips them to tackle future challenges effectively. Our values education begins at the early key learning stage and continues throughout the 12-year through-train curriculum.

Student Support

Whole School Approach to Catering for Learner Diversity:

Our school is dedicated to addressing learner diversity through a comprehensive and student-centered approach. We implement a variety of teaching strategies, such as co-teaching, ability grouping, small group instruction, split class teaching, and individualized support to accommodate the diverse learning needs of our students. We offer special programs such as creative writing, fun in Maths, and the Cambridge English Course.

Whole School Approach to Integrated Education:

Our student support team offers special learning arrangements for both gifted students and those with special educational needs (SEN). Our student support team comprises trained teachers working closely with a professional educational psychologist and social worker to provide the most appropriate and effective support to the students.

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

Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc.; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; organising activities to create an inclusive learning environment in the school; and our school uses Putonghua to teach Chinese in all classes / groups at all levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc.

Curriculum Tailoring and Adaptation:

- A unique programme in standard spoken English (Phonics in P.1- 4 & International Phonetic Alphabet in P.6-S.1;
- Special programme for gifted students;
- School-based English teaching materials made to meet with students' diverse abilities;
- For other subjects such as Chinese as a 2nd Lang., adjustments will be made to enhance students' adaptation to the curriculum and teaching.

Home-School Co-operation and School Ethos

Home-School Co-operation:

We aim at maintaining the effectiveness communication and cooperation between parents & teachers; acting in response to the mutual concern to raise academic & non-academic performance of students; promoting parent education. We are practising Dual Class Teachers system. Several whole-school Parent-Teacher Meetings and activities are arranged each year.

School Ethos:

We aim to cultivate a positive-thinking attitude in students. We adopt a two-fold disciplinary & counselling approach to deal with students' emotional & behavioural problems, enabling students to be resilient facing the difficulties & challenges in life.

Future Development

School Development Plan:

- English is used as a living language on the School Campus starting from P.1, through activities & interactive teaching mode.
- A new annex to the main campus has been inaugurated, which increased about 20% of learning & teaching space. It opens up opportunities and flexibility to further develop the small-group / active learning activities, "One Sport & One Art for Each Student" programme, STEAM Education and cross-curriculum/levels projects.
- Adopting self-evaluation approach.

Teacher Professional Training & Development:

Teachers are encouraged to continue their professional development in various forms to meet students' needs and the curriculum reform. Teachers need to attend professional development programmes for at least 150 hours in 3 years.

Fee Remission

Our school offers full school fee remission or 1/2 school fee remission. Needy students, including those from families receiving the Comprehensive Social Security Assistance (CSSA) and students receiving financial assistance provided by the Student Finance Office of the Working Family and Student Financial Assistance Agency (WFSFAA), could apply for fee remission.

- Newly admitted students could apply for the school fee remission after 2 week(s) of commencement of the new school year. Application results will be announced within 1 month(s) after submission of applications.

- Please visit the web-link in our school's website for details of school fee remission scheme, including the family income limits.

Others

We aim to train students to be trilliterate & quadrilingual. English and Chinese (taught in Putonghua) are compulsory. Non-Chinese students can choose Chinese as a 2nd Language in P.5. P.1 & P.2 take French, German, Japanese and Spanish as tasters of Modern Languages; for P.3, students will choose one Modern Language.



德雅小學 Tak Nga Primary School

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Not
applicable

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Sister Tsang Mei King	Sister Tsang Mei King	Not Applicable	Private 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					Not Applicable
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Sisters Announcers of The Lord	Joy in the Service of God	1960	Chinese	Nanny van	About 1260 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-					
4Rs Mental Health Charter	-	Whole School Health Programme		-	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
\$46,000(P.6)	-	\$100	-	Application fee \$100

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
20	1	1	1	Chapel (1)
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
6 (Music Room (2), Computer Room (2), Activity Room (1)).				-

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		15
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
99%	99%	12%	-	6%	13%	81%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total	
2025/2026 school year		No. of classes	0	0	0	0	2	2	4
2026/2027 school year		No. of classes	0	0	0	0	0	2	2
Mode of teaching at different levels	Traditional Teaching.								
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	No
Number of test(s) per year (P2 to P6 only)		0	Number of exam(s) per year (P2 to P6 only)		3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							No
Diversified Assessment for Learning	1. Term Exams 2. Projects 3. Tests & Progressive Assessment						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	Evenly distributed.						

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	35 mins	8:00 AM	2:40 PM	12:35 PM - 1:35 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	'Star of the Month Award' is conducted every two months to award students for their commendable virtues, such as generosity, integrity, etc.		1. Homework Guidance Lesson (Monday to Thursday) 2. Activity Day 3. Personal Development Lesson on Thursday		

Girl Guides, School Choir, Taekwondo, Fencing, Flute, Girls Soccer, etc.

School Mission

We aim at providing an all-round education to students according to St. Don Bosco's educational philosophy, which highlights reason, religion and kindness as its tools to nurture each student to become a responsible and caring citizen with faith in God and people, and with a positive attitude towards life.

School Characteristics

School Management
School Management Organisation: School Management Board The Executive Committee
Incorporated Management Committee / School Management Committee / Management Committee: School Management Board
School Green Policy: Rubbish classification: recycling bins for aluminium cans, paper and plastic bottles are provided.
School's Major Concerns: Serve God with a joyful heart.
Learning and Teaching Plan
Learning & Teaching Strategies: 1. Cross-curricular approach. 2. Various teaching strategies for students with different learning abilities.
Development of Major Renewed Emphases of the Primary Education Curriculum: Our curriculum emphasizes active learning, fostering creative and independent thinking and learning through reading to enhance self-learning ability. Each subject also provides different learning platforms for students to use information technology and multiple intelligences, thereby broadening their horizons and enriching their learning experiences. Our school also offers a school-based Personal Development Programme to promote diversified life-education and cultivate students' attitudes of respect and appreciation for life. In addition, through General Studies and all-round learning activities, we promote National Education, education on the Constitution and the Basic Law, help students understand the situation in China, establish national identity and enhance national pride.
Development of Generic Skills: Developed through activities of each subject and extra-curricular activities, such as projects, drama, visits, etc.
Cultivation of Proper Values, Attitudes and Behaviours: Reasons, Christian faith, and love.
Student Support
Whole School Approach to Catering for Learner Diversity: 1. Homework Guidance Lesson 2. English Enhancement Programmes / F.1 Interview Class / Thinking Skills Classes
Whole School Approach to Integrated Education: 1. Homework Guidance Lesson 2. English Enhancement Programmes / F.1 Interview Class / Thinking Skills Classes
Curriculum Tailoring and Adaptation: 1. School-based English curricular 2. NET teachers teaching phonics and creative writing
Home-School Co-operation and School Ethos
Home-School Co-operation: 1. PTA: Talks and activities for parents and students. 2. Parent's Day.
School Ethos: We value simplicity, diligence, generosity and kindness. Our students are nurtured to become responsible individuals as well as dutiful citizens.
Future Development
School Development Plan: 1. Cultivating self-directed learning; 2. Caring for our community.
Teacher Professional Training & Development: 1. Peer Lesson Observation; 2. Staff Development Day (2); 3. Teachers are encouraged to participate in different courses for their own professional development.
Others
*



崇真小學暨幼稚園 Tsung Tsin Primary School And Kindergarten

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Not
applicable

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Chow Yin Yung Esther	Principal Chan Yan Yan Melody	Not Applicable	Private Whole Day	Co-ed	Protestantism / Christianity
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					Not Applicable
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Tsung Tsin Mission of HK	And now these three remain: faith, hope and love. But the greatest of these is love.	1897	Chinese (incl.: Putonghua) and English	Nanny van	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	-	Whole School Health Programme		-	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
\$69,000 English Primary School Section	-	\$50	\$22,000 English / Chinese (Putonghua) Enhancement Programmes	\$99,000 International Junior School Section

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
26	2	2	1	Wireless network coverage throughout the entire school, and each classroom is equipped with a touch panel.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
The academic building consists of a Lecture Room, a Black Box Theatre, a smart library, future classrooms, a STEAM room, a music room, a visual arts room, a cookery room and Sky Café.				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		83
Qualifications and professional training (%)				Years of Experience (%)			
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above	
100%	100%	43%	-	48%	30%	22%	

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total	
2025/2026 school year		No. of classes	5	4	4	5	4	4	26
2026/2027 school year		No. of classes	4	5	4	4	5	4	26
Mode of teaching at different levels	1. E-learning classes will be offered for P4 to P6 students according to the students' and parents' preferences. 2. JP3-6 students weekly instrumental ensemble classes are taught by external musical instrument specialists.								
Remarks	1. Chinese Language is taught in Putonghua by about 30 Native-speaking Putonghua Teachers. 2. About 30 Native-speaking English Teachers serve as Class teachers and are responsible for teaching the English Language.								

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	1. Summative assessment for core subjects is conducted three times a term. Formative assessment, including students' performance in class, coursework, project work and unit revisions, is embedded in the curriculum to encourage students to become reflective learners and continue to strive for excellence. 2. 'Learning tasks' are set for each aesthetic subject to enrich students' learning experience.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	1. Mixed ability classes are offered. 2. 3-4 classes per grade in the English Primary School Section and 1-2 class(es) per grade in the International Junior School Section.				

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	8:05 AM	3:30 PM	12:30 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. A designated supplier prepares and distributes lunch on-campus under the Nutritional Guidelines and the nutritionist's advice. 2. Participate in EDB's Health Promoting School Programmes. 3. Highly focused on physical education and actively promote sports culture. Cultivate students' all-round growth and development. 4. Promote and care for the mental health of teachers and students.		1. Worship is held weekly for students to learn the Word of God. 2. The importance of reading and language proficiency is emphasised through designated morning reading sessions, in which class teachers guide students in reading and sharing. 3. Develop students' multiple intelligences through Playful Friday and about 60 After-school Programmes and Saturday Classes. 4. Organise camps for JP3-6 students to train their life skills.		

Life-wide Learning

1. Organise performances to unleash students' athletic and artistic potential; encourage community service to foster a sense of responsibility.
2. Broaden learning experiences through talks, workshops, visits, and appreciation of music, dance, drama, and major sports events.
3. Implement the gifted education programme, providing school teams trainings and after-school activities to develop multiple intelligences.
4. Organise annual themed study tours in Chinese Mainland and overseas to broaden students' horizons.

School Mission

With a mission to promote the ethos of 'Christian whole-person education' and inspire Gospel-centred learning, the School is dedicated to create an enjoyable learning environment that enhances an all-round holistic development in the children for the virtues of spirituality, morality. Intelligence, physicality, social and aesthetic awareness.

School Characteristics

School Management

School Management Organisation:

Our school, together with Tsung Tsin Christian Academy, Shatin Tsung Tsin Secondary School and Tsung Tsin College, is under the management of Tsung Tsin Mission of Hong Kong Shamshuipo Church.

Incorporated Management Committee / School Management Committee / Management Committee:

The school managers are volunteer members of the Tsung Tsin Mission of Hong Kong. They are senior professionals in the education industry or other sectors, dedicated to promoting the development of the school and providing high-quality Christian holistic education for students.

School Green Policy:

1. The school, participating in the Jockey Club BEAM Plus in Schools Project, supports environmental protection through the conservation of energy and water, recycling, and carbon emission reduction.
2. Environmental protection concepts and implementation methods are taught through morning assemblies and digital signage.

School's Major Concerns:

1. To implement Positive Education Programme and Talent Enhancement Programme in nurturing students' whole-person development.
2. To continue providing high-quality and diversified curriculum in enhancing students' biliterate, trilingual reading skills and promoting independent learning.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Local curriculums are implemented in the English Primary School Section; International curriculums are implemented in the International Junior School Section.
2. Language subjects are taught by native-speaking teachers, with extended conversational practices available at language booths during major recesses. Chinese and English reading promotion is conducted regularly during morning assemblies to enrich the language environment.
3. French and Japanese are taught by native French/Japanese teachers in the International Junior School Section.
4. Improve students' speaking and expressive skills through Drama and Communication classes.
5. Promote coding education and STEAM programmes to enhance students' computational thinking, inquiry and problem-solving abilities.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Incorporate STEAM elements into the curriculum and lunchtime activities: Lego robots, micro:bit, Scratch and science experiments.
2. Presentations relating to National Security Education are held in assemblies: Speeches under the National Flag, National Information Station, Chinese Cultural Day, Traveling Through China with Chinese Teachers, and International Cultures Sharing.

Development of Generic Skills:

1. Camps, project learning and General Studies field trips help to strengthen students' cooperation skills, problem-solving skills and self-management skills.
2. Students' confidence, communication skills, creativity and critical thinking are fostered through TTTV, Master of Ceremony Training Programme and Student Journalists Programme.
3. Students' computational thinking and information technology skills are strengthened through coding and STEAM programmes.
4. Organising overseas study trips allows students to broaden their horizons and enhance their communication and adaptability skills.

Cultivation of Proper Values, Attitudes and Behaviours:

1. An annual moral education theme is established to cultivate students' positive mindset, good character, and spiritual development through weekly worships and morning assemblies on moral themes.
2. Moral education curriculum is implemented to cultivate students' holistic development in moral, emotional, and social competencies.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. A variety of courses are designed and recommended based on students' learning needs to cater to the diversity of their learning styles and abilities.
2. Leverage the advantages of inter-school collaboration to promote and implement bridging courses to help JP1 and JP6 students adapt to the primary and secondary school life.

Whole School Approach to Integrated Education:

1. Set up a student support team to support students with special educational needs (SEN) through a whole-school approach and a Three-Tier Intervention Model.
2. A professional support team including a school-based educational psychologist, a school-based social worker and a Student Guidance Officer of the Education Bureau is set up, along with other community resources utilization, to support the needs of students' development.

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

Our school provides additional support for NCS students to facilitate their learning of Chinese: appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; organising activities to create an inclusive learning environment in the school; hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents of NCS students; and our school uses Putonghua to teach Chinese in all classes / groups at all levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc.

Curriculum Tailoring and Adaptation:

According to students' learning and growth needs, appropriate adjustments are made to the teaching plans, teaching materials, assignments, and assessments.

Home-School Co-operation and School Ethos

Home-School Co-operation:

1. The Parent-Teacher Association was established in 1996 to promote home-school collaboration. Parent volunteers actively support school-based activities and assist in selecting key service providers.
2. Teachers maintain good communication with parents through phone calls, text messages, school circulars, and parent meetings.
3. Seminars are organised for parents to help them with child-rearing.

School Ethos:

1. Educate students with the love of Christ and cultivate students' positive values and attitudes. Each grade establishes key focus areas for student development, setting training objectives based on students' needs.
2. Implement the 'SUPER MORAL CHALLENGE' moral education programme to foster positive character traits and reinforce good moral values through various inter-class competitions.
3. With Prefect teams and uniform groups to train students' discipline and cultivate future leaders.
4. Promote service learning by establishing Student Volunteer Ambassadors and encouraging students to actively participate in Community Youth Club.

Future Development

School Development Plan:

1. To develop the school-based STEAM education so as to enhance students' digital empowerment, collaboration and problem-solving skills and 21st century skills with the facilities provided in the East Wing Academic Building.
2. Through a large and strong team of native-speaking English and Putonghua teachers, students' understanding of the motherland and other cultures is deepened and broadened. A global perspective of the connection between our motherland, Hong Kong and the rest of the world is being cultivated.

Teacher Professional Training & Development:

1. Since 2004, the school has been a member of the Hong Kong Schools Self Evaluation Network (HKSEN), continuously enhancing the awareness of our teaching team to seek self-improvements.
2. School advisor conducts regular classroom observations and provide advice on school administration and development.
3. Teachers participate in school-based professional development activities, and are encouraged to attend external and regional seminars and school visits.

Others

1. In addition to academic achievements, we emphasise multiple intelligences, with students actively participating in inter-school competitions in sports, speech, music, and dance, striving for excellence.
2. Priority will be given to our JP6 graduates for the admission to Tsung Tsin Christian Academy.



英華小學 Ying Wa Primary School

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27283320

27286266

school@yingwa.hk

http://www.yingwaps.edu.hk/

Not
applicable

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. TSANG CHIU KWAN, JP	Dr. CHAN MAY KUEN SYLVIA, M.H.	Not Applicable	DSS Whole Day	Boys	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
The Hong Kong Council of The Church of Christ in China	Steadfast Faith, Beneficent Deeds	2003	Chinese	School Bus; Nanny van	About 14000 Sq. M
Through-train Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
Ying Wa College					
			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
\$19,700	-	\$100	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	1	1	1	Air-conditioned classrooms, assembly hall, a shared Swimming Pool, Multi-Purpose Room, football pitch, running track, basketball courts, canteen etc.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Exhibition Hall, Art Room, STEAM LAB, Dream Workshop, General Studies Room, English Room, two Music Rooms and a Recording Studio.				Accessible lift, Accessible toilet, Tactile guide path and Barrier-free access

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		66
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	
99%	100%	41%	25%	17%	15%	68%	

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 (Based on the approval of EDB in 2026)	No. of classes	5	5	5	5	5	30
Mode of teaching at different levels	Small enhancement classes are conducted to cater for the needs of individual students. There are also tutorial and make-up classes after school and during long holidays to reduce individual learning differences.						
Remarks							

Performance Assessment

Number of test(s) per year (P1 only)	2	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)	3	Number of exam(s) per year (P2 to P6 only)	0		
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	Summative and Formative assessments				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					No
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 and levels above are streamed according to learners' interests.				

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	8	30 mins	8:00 AM	2:30 PM	12:40 PM - 1:40 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by school canteen or parents.	'A sport/art for life' policy, development of 4Rs Scheme, Forest curriculum and Outdoor Classrooms.		There are morning assemblies for daily messages, national, moral and civic lessons, students' sharing and praying. Every week, there is a flag-raising ceremony, morning exercise/morning assemblies and either life-education or extra-curricular activities for different learning experiences.		

Life-wide Learning

Cub scouts, school orchestra, string orchestra, wood wind band, Chinese orchestra, Chinese drum team, percussion team, choir, athletics team, swimming team, basketball team, football team, table-tennis team, volleyball Team, badminton Team, handball Team, fencing Team, IT team, debate team, choral speaking teams, drama team, science team, DIY team, Maths team, G.S. team, Student Ambassadors, Green Ambassadors, Chinese Proficiency Competition Team, Chinese Heritage Team, GS experts, VA enhancement class etc.

School Mission

Based on our faith in Christ, we aim at building for students a HOME OF OUR YOUTH where students could develop into healthy and responsible citizens.

School Characteristics

School Management

School Management Organisation:

In hierarchic order: School Management Committee, School Supervisor, Headmistress, and the four management subgroups - Management & Organization, Learning & Teaching, Student Support & School Ethos and Student Performance.

Incorporated Management Committee / School Management Committee / Management Committee:

Chairperson of the School Board: Rev. WONG Ka-fai, Ray

For the list of members of the School Board, please refer to the school information section on our school's website.

School Green Policy:

Paper recycling, Green Lunch Boxes, self preparation of eating utensils, reclamation of garbage, Green Roof, family gardening, green ambassadors, energy recycling project, green lunch, Ocean Park Conservation Alliance, Food Waste Collection Pilot Programme.

School's Major Concerns:

1. Developing digital education to enhance the effectiveness of administration, teaching and learning.
2. Building a positive mindset culture and promoting positive values across the campus.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Diverse Learning Experiences; 2. Forest Programme and Field Classroom; 3. Online classroom; 4. One-to-one Tablet Scheme; 5. Specialist Teaching and using Putonghua to teach Chinese; 6. Spiritual Education; 7. Life Education incorporating moral discipline, counselling and spirituality.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Fostering a sense of national identity, education on Chinese cultural values, Self-Directed Learning, STEAM education, media and information literacy, a healthy lifestyle, balanced physical and mental development, 4Rs Scheme and the development of lifelong learning abilities.

Development of Generic Skills:

Among the 9 general skills for learning enhancement, we put stress on cultivating students' skills in communication and self-management. Through teaching design, learners are gradually trained in critical thinking and problem-solving skills. Besides, students' creativity and I.T. knowledge can be grown in various school functions each year. This is to help students build up good self-esteem, confidence, Self-Directed Learning habit leading to a positive and rich learning experience.

Cultivation of Proper Values, Attitudes and Behaviours:

Morning/weekly assembly and Speech under the National Flag: These assemblies cooperate with the themes of moral education, civic and national education, environmental protection and diverse learning, instilling moral and Chinese Cultural education, and cultivating students with good character, correct values and national identity. Parent-Teacher Association cultivates children's good character and correct values through teaching by modelling via various activities the association organizes.

Student Support

Whole School Approach to Catering for Learner Diversity:

Student-tutorial programme, Self-Directed Learning and Guided Study Time

Whole School Approach to Integrated Education:

Student Support Team is made up of the school social worker, disciplinary teachers and educational psychologist. They support students in arranging teaching & assessment moderation, parents talks & small group trainings.

Curriculum Tailoring and Adaptation:

Development of Secondary-Primary Through-train School-based curriculum Bridging programme for the pre-secondary ones After-school enhancement classes for English and Maths. Flexibility in table-time to allow 'trans-grade' or 'trans-class' pull-out learning. Self-Directed Learning and Guided Study Time.

Home-School Co-operation and School Ethos

Home-School Co-operation:

P.T.A. and several monitory groups with parent volunteers.

School Ethos:

1. Building a caring school atmosphere and brotherhood, nurturing students to become a person with manners and hearts.
2. Cultivating a healthy habit and positive personality of students.
3. Nurturing students self-discipline and enhancing their leadership, responsibility and efficiency.
4. Cultivating students global view and raising their awareness of national identity.

Future Development

School Development Plan:

1. Developing digital education, promoting Self-Directed learning and catering for learning diversity.
2. Positive classroom management.
3. Perfecting the facilities of the campus.
4. Curriculum: developing through-train school-based curriculum for boys, enhancing learners' biliterate and trilingual abilities; developing 4Rs Scheme.
5. Promoting diversified activities and uniformed teams; Highlighting "A Sport/Art for Life" and parent-school cooperation; utilizing resources in school and in the neighbourhood.

Teacher Professional Training & Development:

Same-level co-planning, lesson evaluation / peer observation / lesson demonstration/expert guidance/yearly visit to other schools (in / outside Hong Kong) for sharing and exchanges.

Fee Remission

Our school offers full school fee remission and partial school fee remission.. Needy students, including those from families receiving the Comprehensive Social Security Assistance (CSSA) and students receiving financial assistance provided by the Student Finance Office of the Working Family and Student Financial Assistance Agency (WFSFAA), could apply for fee remission.

- Newly admitted students could apply for the school fee remission after 2 week(s) of commencement of the new school year. Application results will be announced within 1 month(s) after submission of applications.
- Please visit the web-link in our school's website for details of school fee remission scheme, including the family income limits.

Others

Scholarship is offered to students with outstanding internal and external performances. We subsidize the training of music, sports, science and Maths school teams, external competitions and exchanges.