



中華基督教會元朗真光小學

C.C.C. Chun Kwong Primary School

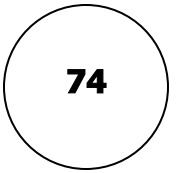
5 Chung Sing Path, Yuen Long, N.T.

24762696

24430755

info@ckps.edu.hk

http://www.ckps.edu.hk



POA School Net No

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Leung Yuen Yiu	Mr. Tsui Kin Sum	Yes	Aided Whole Day	Co-ed	Protestantism / Christianity
Percentage of school supervisor and managers fulfilling the training targets				-	
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Hong Kong Council of The Church of Christ In China	To study the truth until we attain perfection	1906	Chinese	Nanny van	About 3000 Sq.M
Through-train / Feeder / Nominated Secondary School		Past Students' / School Alumni Association		Parent-Teacher Association (PTA)	
-		Yes		Yes	

2023/2024 Annual School Charges

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

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
12	2	1	1	Social Worker's Room.
Special Rooms				Facility(ies) for Supporting Students with Special Educational Needs
A music room, an activity room, a small group teaching room, a computer room, a visual arts room, a conference room.				Accessible toilet.

Teaching Staff Information (including School Head) in the 2022/2023 school year

Number of teaching posts in the approved establishment		28		Total number of teachers in the school		30	
Qualifications and professional training (%)				Years of Experience (%)			
Teacher Certificate / Diploma in Education	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above	
100%	93%	37%	40%	7%	30%	63%	

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2022/2023 school year	No. of classes	2	2	2	2	2	2	12
2023/2024 school year (The number of class(es) approved by EDB in Mar./Apr. 2023)	No. of classes	2	2	2	2	2	2	12
Mode of teaching at different levels	Co-operative Learning and Class Management adopted. Small group teaching in Chinese, English and Maths is carried out. Better care is provided through using appropriate teaching methods and lower teacher-student ratio.							
Remarks	-							

Performance Assessment

No. of exam(s) per year	No. of test(s) per year	Streaming arrangement
2	2	Mixed ability classes from P.1 to P.6.
Diversified Assessment for Learning		
In addition to two tests and two exams per year, there are formative assessments in Chinese, English and Maths subjects: there are also diversified assessments such as group discussions, peer assessments, students' self-evaluations, parent's evaluation and personal learning portfolios.		

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 min	8:05AM	3:15PM	12:35PM - 1:35PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	In order to enhance students' physical fitness, there are morning running sessions and sports activities at recess. Also, there are sports challenge days. 'Everyone has a Job' programme plays an important role in students' life as it helps students understand the importance of serving others. To enhance spiritual growth, evangelistic meetings with the church are held.		There are interest groups on Wednesdays and extra-curricular activities on Fridays and Saturdays.		

Life-wide Learning

There are diversified extra-curricular activities. There are English Musical, Visual Arts Class, English Chef Class, Taekwondo Class, Cambridge English Class, Rope Skipping Class, Paper Clay Art Class, Latin Dance Class, Abacus Class, Handbell Team, Luminous Dragon Dance Class, Chinese Bass Drum Class, Choir, Brownies Guide, Percussion Group, Recorder Team, Hip Hop Dance Class, AI Maker Class and so on. In addition, there is a school picnic, P.6 Graduation Camp and study tours outside HKSAR arranged every year.

School Mission

To implement a loving education through indoctrinating Jesus Christ's morals. To achieve whole-person education through a student-oriented approach. To establish mutual acceptance, to appreciate one another, with a constructive and competitive school culture, to nurture students with knowledge, to enable them to think independently, to be brave enough to take up responsibility, and serve the community to be good civic servants.

School Characteristics

School Management

School Management Organisation:

The school has set up the Incorporated Management Committee which is responsible for leading the school development. There are four administrative groups under it, namely 'Management and Organisation', 'Learning and Teaching', 'Student Support and School Ethos' and 'External Relations' which are charged by the Supervisor and the Principal to carry out the school development plan and to execute the tasks.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee was established in 2007. There are 7 School Sponsoring Body Managers, 1 Alternate Sponsoring Body Manager, 1 Ex-officio Manager (the Principal), 1 Teacher Manager, 1 Alternate Teacher Manager, 1 Parent Manager, 1 Alternate Parent Manager, 1 Alumni Manager, and 1 Independent Manager in the Committee.

School Green Policy:

1. To strengthen students' awareness of the importance of environmental protection to help students establish a green lifestyle with practical activities.
2. To promote the importance of waste reduction for cultivating students' habit of environmental protection.

School's Major Concerns:

1. To further develop self-directed learning to inspire students' learning potentials.
2. To develop a caring school to nurture students' positive values.

Learning and Teaching Plan

Learning & Teaching Strategies:

Our school implements cooperative learning. We promote students' class participation and collaboration through cooperative learning routines and varied learning tasks. In order to promote students' learning motivation, some lessons are conducted with the use of tablets. In addition, all subjects have special features of their own school-based curriculums so as to consolidate students' knowledge, skills and attitudes in different subjects.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. To actively promote 'Reading to Learn' to drive the learning of various subjects through reading different materials and expand the depth of students' knowledge.
2. To develop 'Reading across the Curriculum', strengthen students' flexible use of different learning skills, and broaden students' reading horizons.
3. To develop school-based STEAM courses to enhance students' ability to apply knowledge and skills comprehensively.

Development of Generic Skills:

Self-directed learning is promoted actively through setting individual learning goals, selecting learning strategies, evaluating learning performances and outcomes, and altering goals as required. Students are encouraged to plan, monitor and evaluate their learning from time to time so as to develop themselves to be lifelong learners and self-evaluators.

Cultivation of Proper Values, Attitudes and Behaviours:

Our school actively promotes Positive Education and cooperates with parents to build up the positive energy of students. Through Life Education Classes, flag-raising ceremony, Morning Assembly sharing sessions, guidance and discipline activities, religious activities, service learning activities and other moral activities, we cultivate students to have a positive sense of citizenship, let students feel the love of Jesus Christ, be proactive, love others, love themselves, and have a positive attitude towards life.

Student Support

Whole School Approach to Catering for Learner Diversity:

According to students' different abilities, multiple intelligence courses, group teaching, peer tutoring programs, after-school homework guidance, after-school support groups, etc. are established to provide appropriate support for students with different abilities.

Whole School Approach to Integrated Education:

We adopt the whole school approach to take care of students who have individual needs. We use the school resources and the extra resources we receive to carry out different measures in order to support students with special educational needs. (e.g. after-school learning group, social intercourse training group, self-management group, speech therapy service, dyslexia group, individual learning scheme, game therapy, etc.)

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

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

Curriculum Tailoring and Adaptation:

We have adaptation in teaching for students who have special needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Our school has a Parent-Teacher Association. The aim is to strengthen the co-operation between parents and school. The PTA holds different activities regularly, e.g. picnics for parents and children, events dedicated to parents during Mothers' Day and Fathers' Day, Workshops for parents, etc.

School Ethos:

Our school actively practises the caring culture, with the integration of guidance and discipline, and cooperates with school-based counselling activities to cultivate the all-round development of students, helping teachers and students to build a good school spirit with love, trust and care.

Future Development

School Development Plan:

1. To promote 'Reading to Learn' and improve its effectiveness.
2. To develop 'Reading across the Curriculum' to broaden students' reading horizons.
3. To strengthen STEAM Education and improve students' ability to integrate and apply knowledge and skills across different disciplines.
4. To enhance the professional knowledge of teachers through diversified teacher training.
5. Through a variety of courses and activities, students are trained to master positive character and values.

Teacher Professional Training & Development:

Have a clear training focus, set up teachers' personal professional development portfolios, to carry out systematic professional development policy and training scheme, including teacher professional development day, lesson studies, co-plannings with focused exchange, observations and debriefing activities, teachers' professional development period every Friday etc. To follow the trend of curriculum development, the school participates in the School-based Support Program of the Education Bureau. The school allows teachers to continue to grow in their professional development for improving their teaching quality and developing school-based curriculum that meets the needs of the school.

Others

In order to broaden the horizons of students, the school promotes different exchange programs. For example, for P.6 students, the school conducts a four-day overseas study trip which allows students to experience the culture of different countries. During the trip, students are also arranged to visit local schools for exchange activities which help students understand the mode of teaching and campus life of other schools, as well as to enrich their learning experience.