



Parent Handbook 2025-2026

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1. School Affairs

1.1 School Operating Schedule and Procedures

1.1.1 Commencement of the new academic year

1.1.1.1 The school hours during the first three school days of September will be from 8:20 a.m. to 11:10 a.m.

1.1.2 Normal school hours

1.1.2.1 The normal school hours, i.e. 8:20 a.m.- 3:45 p.m. (whole day) will take effect from the fourth school day onwards.

1.1.3 Student name-tag

1.1.3.1 At the outset, each P.1 student will be provided with a name-tag for easy identification. You should remind your children of the need to carry and display their own name-tags every day at school.

1.2 Weather Related Occurrences and Contingency Measures

1.2.1 In case of inclement weather or other emergencies, the school will announce the latest contingency measures via ClassDojo.

1.2.2 Guidelines for tropical cyclones and heavy persistent rain

1.2.2.1 Parents should listen to radio or television announcements released by the EDB or the Observatory on weather, road and traffic conditions, and the special arrangements invoked after 5:30 a.m.

Period	Weather Conditions	Contingency Measures
Before school begins	Tropical Cyclone Warning Signal Pre No. 8 / No. 8 or above	1. School will be closed. 2. Examinations will be postponed.
	RED or BLACK Rainstorm Warning Signal	1. School will be closed. 2. Examinations will be postponed.
During school session	Tropical Cyclone Warning Signal Pre No.8 / No. 8 or above	1. Classes will be suspended immediately for the rest of the day. 2. For students picked up by parents: Parents should come to the school immediately. 3. For students taking the school bus: The school bus will take students home, and parents will be contacted by phone. 4. For students leaving on their own: Go home immediately.
	RED or BLACK Rainstorm Warning Signal	1. School will continue until conditions are safe for students to return home. 2. If parents consider it necessary, they are permitted to personally come to the school to collect their children

1.2.3 Closure of school

1.2.3.1 Closure of schools in individual districts

1.2.3.1.1 In exceptional circumstances, the Education Bureau (EDB) may announce the closure of schools in only one or just a few districts.

1.2.3.1.2 Students living in these districts should not go to school. Schools will use their discretion to give allowance to affected students for lateness or absence from school on the day when inclement weather or flooding occurs.

1.2.3.2 Closure of individual schools

1.2.3.2.1 If the school is affected by weather, transportation, or road safety issues, it may close temporarily.

1.2.3.2.2 In special circumstances, such as a flu outbreak, the school will suspend classes for a period of time as required by the EDB.

1.2.4 Guidelines for Air Quality Health Index (AQHI)

1.2.4.1 In accordance with the Air Quality Health Index (AQHI), released daily by the Environmental Protection Department; an emergency plan will be launched if the index reaches High (7), Very High (8-10) and Serious (10+).

Index	Emergency Plans
7 High	<ol style="list-style-type: none">1. All school activities and PE lessons will carry on as usual.2. The intensity and duration of the activities will be at a moderate level.3. Students are advised to reduce outdoor physical exertion, and to reduce the time staying outdoors.4. Teachers may suspend the whole activity if necessary.
8-10 Very High	<ol style="list-style-type: none">1. All school activities and PE lessons will carry on as usual.2. The intensity and duration of the activities will be at a moderate-to-low level.3. Students are advised to reduce outdoor physical exertion, and the time staying outdoors to a minimum.4. Teachers may suspend the whole activity if necessary.
10+ Serious	<ol style="list-style-type: none">1. All PE lessons, physical and outdoor activities will be suspended.2. PE theory and knowledge lessons will be taught in the classrooms.3. All students will stay in the classroom to have recess.

1.3 Hygiene and Epidemic Prevention

1.3.1 Stay vigilant against communicable diseases

- 1.3.1.1 As advised by the Center for Health Protection (CHP) of the Department of Health (DH), outbreaks of communicable diseases such as human swine influenza, influenza, chickenpox, hand, foot and mouth disease may occur in institutions and schools from time to time.
- 1.3.1.2 Before the commencement of the new school year, we have thoroughly cleaned and disinfected the school premises. We would urge all students/staff members to pay attention to their personal hygiene and environmental hygiene of the school.
- 1.3.1.3 For maintaining the health of students, we ask you, in addition to maintaining a clean and healthy household environment, to remind your children to observe personal hygiene and to keep the school environment clean. Please take note of the following measures:
 - 1.3.1.3.1 If your child has symptoms such as diarrhea, vomiting, rash, fever, sore throat, cough, or similar flu-like symptoms, they must immediately wear a mask and seek medical attention as soon as possible. You should also inform the school and keep the child at home to rest, following the doctor's sick leave instructions, or until the symptoms disappear and they have been fever-free for at least two days (whichever is longer) before returning to school.
 - 1.3.1.3.1.1 Inform the school immediately if children have been admitted to hospital.
 - 1.3.1.3.1.2 Cooperate with the school by picking up children not feeling well from school and consulting the doctor immediately.
 - 1.3.1.3.1.3 Provide children with handkerchiefs or tissues and remind them not to share towels or tissues with others.
 - 1.3.1.3.2 Remind children to keep hands clean, cover their nose and mouth while sneezing or coughing and dispose of used tissues properly.
 - 1.3.1.3.3 Before sending children to school, measure their body temperature.
- 1.3.1.4 At the beginning of the new school year, we have urged drivers and attendants of school buses/nanny vans not to drive/board these vehicles and make appropriate arrangements if they have a fever or any influenza symptoms. They should also inform the school and parents of the situation immediately.
- 1.3.1.5 If students are absent due to sickness, we will provide learning support for them so that their learning progress is not affected.

1.3.2 Stay vigilant against head lice

1.3.2.1 Students who have head lice are advised to stay at home.

1.3.2.2 The school will distribute promotional leaflets from the Department of Health to increase the awareness of students and parents about hair hygiene.

1.3.2.3 Parents should regularly check their child(ren) for head lice, especially after a long vacation.

1.3.2.4 Parents should take their child(ren) to see a doctor immediately if their child(ren) develops symptoms of head lice such as an itchy scalp.

1.3.2.5 If the school suspects a student to have head lice, we will request the parents to take their child(ren) to see a doctor immediately.

1.3.3 Stay vigilant against flu

1.3.3.1 Prevention

1.3.3.1.1 Students and teachers who are suffering with the flu are advised to stay at home.

1.3.3.1.2 Remind children to keep hands clean and wash their hands properly.

1.3.3.1.3 1:99 bleach will be used to clean the school.

1.3.3.1.4 The school will send out news from the Center for Health Protection (CHP) of the Department of Health (DH) about epidemic prevention from time to time.

1.3.3.2 Outbreak of flu

1.3.3.2.1 Rooms will be cleaned intensively. The floor and the students' desks will be cleaned with 1:99 bleach. After 30 minutes, the desks will be washed and dried.

1.3.3.2.2 If a student vomits, 1:49 bleach will be used to clean up the area.

1.3.3.2.3 Students' hands will be cleaned with alcohol spray during recess.

1.3.3.3 Check up

1.3.3.3.1 The state of school hygiene will be checked by the School Executive Officer.

1.3.3.4 Follow up action

1.3.3.4.1 If at any time it is discovered that two or more students in the same class have contracted an influenza outbreak, the school will report this to the Department of Health and the district office.

1.4 Arrangements for Sick and/ or Injured Students

- 1.4.1 If a student is unwell or injured, the school staff will make an initial assessment and provide basic care.
- 1.4.2 In severe cases, to ensure student safety, professional medical assessment will be required. The school will contact parents to pick up their child for medical treatment.
- 1.4.3 If parents are unable to come to the school, the school will arrange for the student to be transported to a hospital. Parents will be responsible for covering the medical expenses and picking up their child from the hospital.
- 1.4.4 If parents fail to collect the child from the hospital, the case will be handed over to the hospital's police for further action.

1.5 Charges

1.5.1 Fines, Charges, and Fees for Specific Purposes

- 1.5.1.1 Please note that the table of fees is for reference only. All fees are subject to change over time. The school will not automatically issue receipts for any payments received; receipts will only be provided upon request by parents.

Item		Amount
1	School-based Chinese Curriculum Textbooks and Workbooks	Approximately \$200-\$300 per term per set
2	P.1 School-based Mathematics Curriculum Workbook and Learning Materials	Approximately \$30-\$40 per year per set
3	School Exercise Books	Approximately \$50-\$120 per term
4	Visual Arts Materials Fee	Approximately \$210-\$270 per term
5	Charges for Non-standard Items	No more than \$470 per student per year
6	Extra Supplementary Exercise Books	Dependent on class needs
7	After-school Arts or Sports Activity Class	\$200 per group per term
8	Parent-Teacher Association Fee	\$100 per year
9	Entrance Examination Fee	\$75
10	Replacement of Graduation Certificate	\$35 per copy
11	Report Card (Second Copy)	\$35 per copy

Item		Amount
12	Fine for Serious Damage to or Loss of Library Books	Original cost of the book plus 20% handling charge
13	Replacement of Parent Card	\$10 per copy
14	Fine for Serious Damage to or Loss of School-based Chinese Curriculum Learning Materials	Full replacement cost of the book
15	Willful Damage to School Property	Full cost of repair or replacement of the item

1.5.2 Special Notes:

- 1.5.2.1 In case of any special payment obligations, the school will usually notify the parents either through a school notice, ClassDojo or a short message in the student handbook.
- 1.5.2.2 If payment is to be made in cash, the exact amount should be put in an envelope with the student's name and class on it and handed to the class teacher during the class teacher lesson in the morning.
- 1.5.2.3 Payment by cheque should be made payable to “The Incorporated Management Committee of Li Sing Tai Hang School”. The Parent-Teacher Association membership fee should be made payable to “Li Sing Tai Hang School Parent-Teacher Association” with the students’ name and class written on the back of the cheque.

1.6 Communication between School and Parents

1.6.1 School email/ telephone/ fax/ mail/ school web-site/ parent-school electronic communication platform

- 1.6.1.1 School email address: lising@lsths.edu.hk
- 1.6.1.2 School telephone number: 2577-5188
- 1.6.1.3 School fax number: 2882-4510
- 1.6.1.4 School mailing Address: 73 Wun Sha Street, Causeway Bay, Hong Kong
- 1.6.1.5 School web-site: www.lsths.edu.hk
- 1.6.1.6 Parent-School Electronic Communication Platform: ClassDojo (Message Platform) and GRWTH (leave application, school notice and check homework)

1.6.2 Handling different messages from parents

1.6.2.1 If a parent indicates that the instructions from the other party are invalid and requests the school to disregard or not accept them, a written request must be submitted to the school, signed by both parties, or one party must provide valid legal documentation. Only then will the school consider acceptance. Otherwise, as long as the individual is a legal guardian, the school will proceed to handle the relevant requests or instructions.

1.6.3 Parents Day

1.6.3.1 At the end of each term, a meeting will be held where the class teacher distributes report cards and discusses the students' learning progress with parents.

1.6.4 School Newsletter

1.6.4.1 Three issues per year. The school newsletter will include school policy, news, student activities and achievements in-school and out of school and examples of students' work.

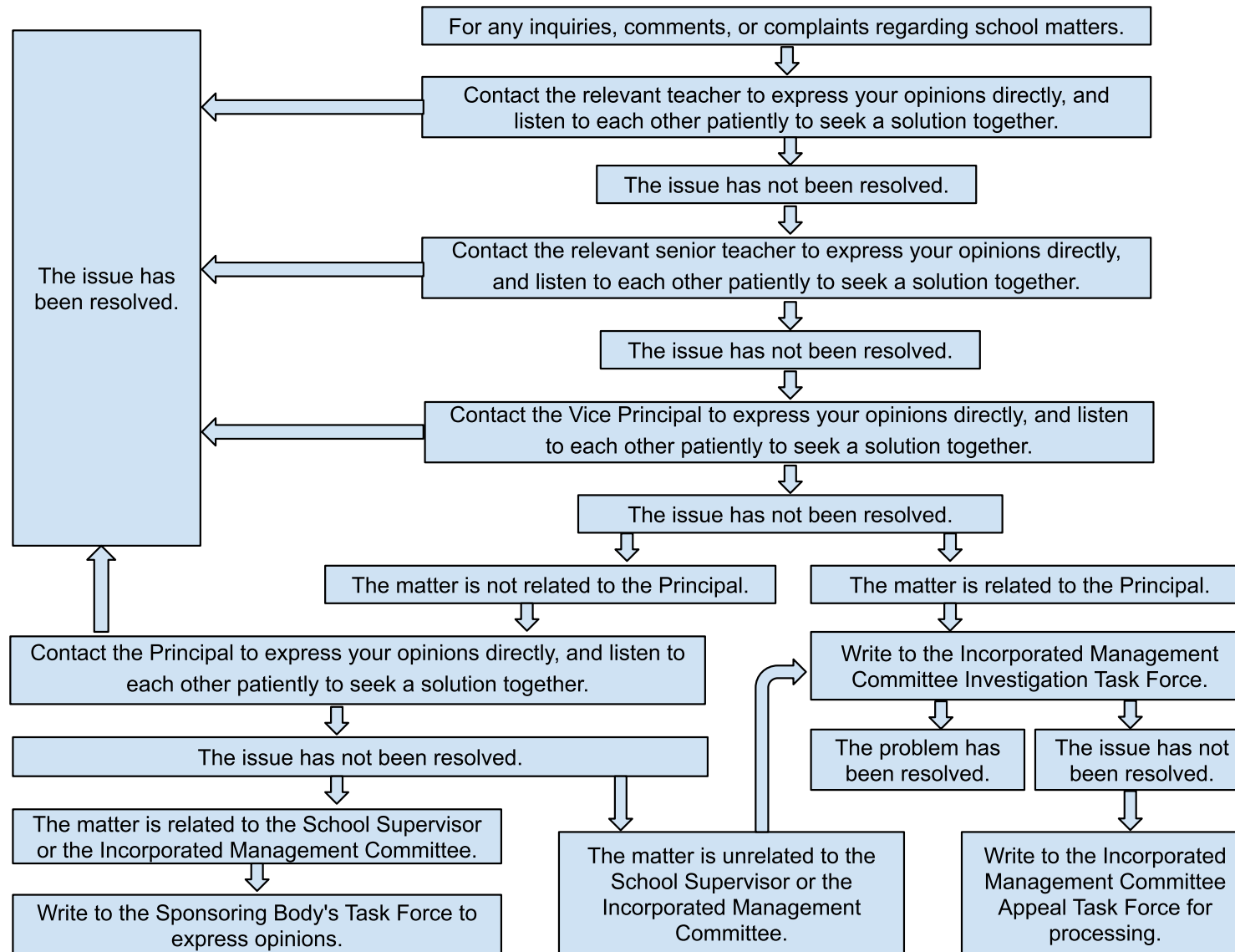
1.6.5 LSTHS Parent-Teacher Association

1.6.5.1 The purpose of the "LSTHS Parent-Teacher Association" is to strengthen the connection between home and school, enhance the relationship between parents and teachers, and discuss and assist in improving student welfare. According to the association's constitution, each member (one seat per family) has the right to elect committee members, be elected as committee members, and enjoy voting rights at meetings where they have the right to attend.

1.6.5.2 All committee members serve on a voluntary basis and receive no allowances or salaries.

1.6.5.3 The association publishes a newsletter each academic year, which includes information, activities, highlights, and special matters.

1.6.6 Communicating concerns



1.7 Communication between School and Alumni

1.7.1 LSTHS Alumni Association

1.7.1.1 The purpose of the "LSTHS Alumni Association" is to maintain connections with the alma mater, promote the spirit of the school, and foster friendship and intellectual exchange among alumni and members. According to the association's constitution, all members have the right to elect committee members, and members aged 18 or above may be elected as committee members and have voting rights at attended meetings.

1.7.1.2 All committee members serve on a voluntary basis and receive no allowances or salaries.

1.8 Others

1.8.1 Student's birthday party at school

1.8.1.1 To consider the feelings of students who may have difficulty holding personal birthday parties, students are not allowed to hold birthday parties or other personal celebrations on school premises.

1.8.1.2 If parents wish to share the joy of their child's birthday with other classmates, the school suggests that parents prepare some healthy snacks (excluding peanuts) for their child to distribute to other classmates on their birthday.

1.8.2 Offering gifts to school staff

1.8.2.1 To establish a transparent and ethical image for our school staff, it is stipulated that teachers and staff must not solicit or accept any gifts, money, or other forms of benefits while performing their duties. While it is well-intentioned for parents to give gifts to staff, to avoid fostering a gifting culture that may lead to misunderstandings or awkward situations, we kindly request that parents refrain from giving gifts to school staff.

1.8.2.2 Educating and nurturing talent is the responsibility of teachers, and the greatest reward for educational professionals is seeing students make progress academically and personally. Our school sincerely hopes that all parents will support our integrity policies. If any staff member solicits benefits from parents, please inform the principal immediately.

2. Student Affairs

2.1 School Communication Protocol

2.1.1 Policy for assigning Chinese names to students

2.1.1.1 The school will assign a Chinese name to individual non-Chinese students. If the student already has a Chinese name, please inform the school as soon as possible.

2.1.2 Student Handbook

2.1.2.1 Parents are required to:

2.1.2.1.1 Fill in the Personal Information section on the first page.

2.1.2.1.2 Check the daily homework every day and acknowledge with signatures.

2.1.2.1.3 The 'School Notice or Parent's Message' section is a very important channel of correspondence between the parents and the school. The school will put down important matters here, but parents can also use this section to communicate with the school or the form teacher.

2.1.2.1.4 Pay special attention to the Student Code of Conduct, Reward and Punishment System on the inside page of the front cover, as well as the school calendar and timetable attached to the back of the handbook.

2.1.3 School Notices

2.1.3.1 Parents are required to:

2.1.3.1.1 Check GRWTH each day if a school notice is attached.

2.1.3.1.2 Read and sign the notice before the deadline.

2.1.4 Emergency contact person and mobile phone number

2.1.4.1 Parents should provide a mobile phone number that allows the school to make direct contact with the family or guardian in case of emergencies, such as serious sickness or a typhoon. In such cases, the school will immediately contact the parents or guardians with any further pickup arrangements.

2.1.5 Changes to address or telephone number

2.1.5.1 Parents must notify the class teachers in writing (through ClassDojo or the Student Handbook of any changes to their address or telephone number.

2.2 Attendance Procedures

2.2.1 Attendance

2.2.1.1 Students must be punctual. They must arrive at school before 8:20 a.m. but not earlier than 7:30 a.m. The attendance rate will be shown on the report card.

2.2.2 Procedures for absence, early leave and lateness

2.2.2.1 Parents must inform the school in advance if their child will be absent. Otherwise, the absence will be regarded as truancy. The number of truancy days will be clearly stated on the student's report card. If a student is absent without their parents' knowledge, the case will be referred to the discipline teacher, and the student will receive a demerit. Your cooperation is greatly appreciated.

2.2.2.2 Absence

2.2.2.2.1 Personal leave

2.2.2.2.1.1 Basic principles

2.2.2.2.1.1.1 To avoid affecting students' learning, it is not encouraged to apply for a day off.

2.2.2.2.1.1.2 Absence without the approval of the school is considered to be truancy.

2.2.2.2.1.1.3 Parents should utilize school holidays. Except in emergencies, students should not be absent during school days.

2.2.2.2.1.1.4 Application for Personal Leave will not be approved without sufficient reason. Events such as traveling will not be accepted as proper reasons.

2.2.2.2.1.1.5 Even with proper reasons, the maximum duration for personal leave is 14 days.

2.2.2.2.1.1.6 Students must report back to school after a leave of absence. Otherwise it will be regarded as truancy.

2.2.2.2.1.2 Procedures

2.2.2.2.1.2.1 Parents should submit their application as early as possible on the GRWTH platform, stating the reason and dates.

2.2.2.2.1.2.2 The application will be approved by the School Executive Officer and notifies the result or the review on the GRWTH platform. If the leave is not approved, the student must return to school, otherwise it will be considered as truancy.

2.2.2.2.1.3 Consequences

2.2.2.2.1.3.1 It is the parent's responsibility to help the student follow the teaching process in school. There will be no supplementary lessons.

2.2.2.2.1.3.2 Homework will not be assigned to the student.

2.2.2.2.1.3.3 If a student's annual attendance rate falls below 80%, the school reserves the right to withhold grade promotion.

2.2.2.2.2 Sick leave

2.2.2.2.2.1 Parents should submit their application on the GRWTH platform before 9:00 a.m. stating the medical condition and the duration of the leave. Otherwise, it will be considered as truancy. If there is a medical certificate, please upload it to the GRWTH platform.

2.2.2.3 Early leave

2.2.2.3.1 In the case of early leave, parents need to submit their application on the GRWTH platform or pick up the student in person.

2.2.2.3.2 Procedures for picking up students in person

2.2.2.3.2.1 Apply for early leave at the School Office with the parent card.

2.2.2.3.2.2 The student is escorted to the parents.

2.2.2.3.3 Student leaves school on their own

2.2.2.4 Lateness

2.2.2.4.1 Arriving at the school later than 8:20 a.m. is considered to be late.

2.2.2.4.2 Late students should go to the school office to complete the late arrival procedure..

2.2.2.4.3 The late student takes his/her handbook to the school office and a member of staff writes down the time of arrival.

2.2.2.4.4 If the late student does not have his/her handbook, a "Lateness Notification" will be given by the school office.

2.2.2.4.5 Students who accumulate 20 or 30 late arrivals will receive one demerit.

2.3 Handling of Suspected Case of Dropping Out

2.3.1 If a student is absent for seven consecutive days or more, the school must report the case to the Education Bureau, which will follow up on the matter.

2.3.2 When a student has seven or more consecutive unexcused absences without proper parental notification, and the school is unable to contact the parents, the case will be treated as school dropout. The school will send a registered letter to the parents. If there is no response, the student's place will be revoked.

2.4 Dismissal Policy

2.4.1 General principles

2.4.1.1 Ensure safe and efficient student dismissal according to the method selected by parents.

2.4.1.2 Student safety is the school's top priority in all dismissal arrangements.

2.4.2 Dismissal time

2.4.2.1 Half-day school: 12:50 p.m.

2.4.2.2 Whole-day school: 3:45 p.m. or 5:00 p.m.

2.4.3 Dismissal methods

2.4.3.1 School bus

2.4.3.1.1 Students assemble in the hall/playground according to their designated bus line.

2.4.3.1.2 School bus nannies verifies drop-off points using each student's "School Bus Card".

2.4.3.2 Parents pick-up

2.4.3.2.1 Students wait in the Parent Pick-Up Zone (school hall).

2.4.3.2.2 Parents present a "Parent Card" for collection. Parents who do not have their "Parent Card" should report to the school office with ID to obtain a "Temporary Parent Card".

2.4.3.3 Self-departure

2.4.3.3.1 Teachers take attendance before dismissal.

2.4.3.3.2 Teachers escort students to Wun Sha Street intersection or Causeway Bay Road bus stop.

2.4.4 Changing dismissal method

2.4.4.1 All dismissal method selections must be made during the annual September enrollment period, with modifications thereafter strongly discouraged except in exceptional circumstances

2.4.4.2 Should you need to modify the dismissal arrangement, you must immediately notify either the school office or your child's class teacher.

2.4.5 Adjusting dismissal time

2.4.5.1 3:45 p.m. → 5:00 p.m. : Submit written request for approval.

2.4.5.2 5:00 p.m. → 3:45 p.m. : Follow the Early Departure Procedure (see section 2.2.2.3).

2.5 Books, Homework and Stationery Protocols

2.5.1 Tidiness of Books

2.5.1.1 It is important that all students' textbooks should be covered and have their name and class written on them to prevent loss.

2.5.2 Handling homework

2.5.2.1 Parents are provided with a "Homework Bag" to facilitate the submission of homework and student handbooks. Parents should check the homework and handbook every day.

2.5.3 Stationery

2.5.3.1 Stationery will be provided for all P.1 students. Students do not need to bring their own stationery.

2.5.3.2 P.2-P.6 students should bring five sharpened pencils (mechanical pencils are not allowed), a ruler and a rubber.

2.5.3.3 Do not include a sharpener as one will be provided for students of lower forms.

2.5.3.4 Students should take care of their own personal belongings. All personal belongings should be labeled with students' names and classes to prevent loss.

2.6 Student Health

2.6.1 MVPA60

2.6.1.1 To help students develop healthy lifestyle habits, the school encourages them to participate in moderate to high-intensity exercise for a total of 420 minutes each week.

2.6.2 Good living habits

2.6.2.1 Parents should set a timetable for their children to help them develop good habits of sleeping early, eating at a regular time, finishing their homework and revising daily.

2.6.3 Students' personal health problems

2.6.3.1 Parents should notify the school of their children's personal health problem(s) so that appropriate arrangements can be made with regard to all school activities to accommodate their needs.

2.6.4 Immunization Record

2.6.4.1 Hong Kong-born students should submit their vaccination records, if any, to their class teachers.

2.6.5 Reducing the weight of school bags

2.6.5.1 Students should sort and tidy their school bags each day. They can put their books and stationery they do not need to take home in their desk drawer.

2.6.6 Body Mass Index (BMI)

2.6.6.1 Body Mass Index (BMI) is a number calculated from a person's weight and height. BMI is an inexpensive and easy-to-perform method of screening for weight categories that may lead to health problems.

BMI	Description
18.5 or less	Underweight
18.5 - 24.9	Normal
25.0 - 29.9	Overweight
30.0 - 34.9	Obese
35.0 or over	

2.6.6.2 Parents should try to prevent childhood obesity. The following are some suggestions:

2.6.6.2.1 Encourage healthy eating habits.

2.6.6.2.2 Provide plenty of vegetables, fruit, and whole-grain products.

2.6.6.2.3 Include low-fat or non-fat milk or dairy products.

2.6.6.2.4 Choose lean meat, poultry, fish, lentils, and beans for protein.

2.6.6.2.5 Serve reasonably-sized portions.

2.6.6.2.6 Drink an appropriate amount of water.

2.6.6.2.7 Limit sugar-sweetened beverages.

2.6.6.2.8 Limit consumption of sugar and saturated fat.

2.6.6.2.9 Participate in moderate to intensive physical activity for a total 420 minutes per week / at least 60 minutes every day.

2.6.6.2.10 Help children stay active by encouraging them to participate in physical activity.

2.7 Arrangements for Lunch at School

2.7.1 Lunch time: 12:50 p.m. - 1:20 p.m. (No lunch time will be arranged during half-day school.)

2.7.2 Method and venue

Method	Venue	Remarks
Order from lunch provider through school	Classroom	<ul style="list-style-type: none">Students should eat the lunch set provided by the lunch company.
Lunch delivered to school by parents	Classroom	<ul style="list-style-type: none">Parents should write the student's name and class on the lunch container and place it in the food box outside the school gate before leaving.Parents are not allowed to take their children out for lunch without prior notice to the class teacher in special circumstances.
Homemade lunch box	Classroom	<ul style="list-style-type: none">The school will not provide utensils, microwaves, or hot water.

2.7.3 The arrangement for ordering lunch from the lunch box provider

Item	Remarks
Lunch provider	<ul style="list-style-type: none"> • Luncheon Star
Payment arrangement	<ul style="list-style-type: none"> • Download the "Luncheon Star" mobile app and complete the registration process. • Monthly Ordering Arrangement (Effective from October): Starting from October, the ordering system will open around the 15th of each month for the following month's lunches and close around the 20th. Parents are requested to complete orders on time via the "Luncheon Star" app. • Please complete the payment within 24 hours after confirming the order. • Payment can be made via FPS, PPS, Online payment (credit card, Alipay, WeChat Pay) or 7-11.
Lunch refund	<ul style="list-style-type: none"> • If a student is absent and requests a refund for that day's lunch, parents can apply for a refund through the mobile app between 0:00am and 10:00am. Parents can also register by calling 2147-7063 between 8:00am and 10:00a.m. on the same day. Failure to request a refund at the time of absence will be considered a forfeiture of the refund. • Approved refunds will be automatically deducted from the student's personalized payment invoice in the following month (e.g., a lunch refund for February will be processed in April).

2.7.4 Protocol for students who do not bring their own lunch

Situation	Procedures
Students not suffering from a food allergy	<ul style="list-style-type: none"> • The school will call the parents to ask them to deliver lunch to school. • If parents cannot deliver lunch or be contacted, the school will provide a snack (cookies) for the student, which must be reimbursed the following day.
Students suffering from a food allergy	<ul style="list-style-type: none"> • The school will call the parents and parents must deliver lunch to school. • For the student's safety, the school will not provide any food to avoid triggering allergic reactions.

2.8 Appearance and School Uniform

2.8.1 In order to enhance a child's self-esteem and confidence, students should:

2.8.1.1 keep their school uniform clean and tidy.

2.8.1.2 keep their hair clean. Hair accessories have to be red, grey, black or white.

2.8.1.3 trim their nails regularly. No nail polish is allowed.

2.8.1.4 purchase two uniforms to wear in summer.

2.8.1.5 change their uniform every day during summer.

2.8.1.6 bring another pair of socks on a rainy day.

2.8.1.7 keep their shoes white and clean.

2.8.1.8 not wear coloured lip gloss or make-up.

2.8.2 Students can only wear their normal uniform or P.E. uniform at school. Students going to any private event after school have to get changed after lessons.

2.8.3 For the sake of maintaining a simple appearance for students and ensuring safety during P.E. lessons, students are generally not allowed to wear accessories to school, except for discreet pendants, necklaces, and simple earrings. In special circumstances, a written application must be submitted to the principal.

2.8.4 For safety reasons, students who need to wear a headscarf should not use a pin or anything sharp with it.

2.8.5 Student uniform standards

Summer	Boys	Girls
School Uniform	<ul style="list-style-type: none"> • Short sleeved polo shirt with badge • Almond long trousers/ shorts • White socks & white sports shoes/ white leather shoes 	<ul style="list-style-type: none"> • Short sleeved polo shirt with badge • Almond culottes/ long trousers • White socks & white sports shoes/ white leather shoes
P.E. Uniform	<ul style="list-style-type: none"> • White knitted P.E. T-shirt with badge • Burgundy knitted P.E. shorts or long P.E. trousers • White socks & white sports shoes (leather/ cloth) 	
Cardigan	<ul style="list-style-type: none"> • Burgundy cotton jacket 	

Winter	Boys	Girls
School Uniform	<ul style="list-style-type: none"> • Long sleeved polo shirt with badge • Almond long trousers • White socks & white sports shoes/ white leather shoes 	<ul style="list-style-type: none"> • Long sleeved polo shirt with badge • Almond culottes/ long trousers • White socks & white sports shoes/ white leather shoes
P.E. Uniform	<ul style="list-style-type: none"> • Burgundy knitted P.E shirt with badge • Grey P.E. pants • White socks and white sports shoes (leather/ cloth) 	
Sweater	<ul style="list-style-type: none"> • V-neck sweater with badge 	
Jacket	<ul style="list-style-type: none"> • Burgundy jacket with badge • Burgundy fleece with badge 	

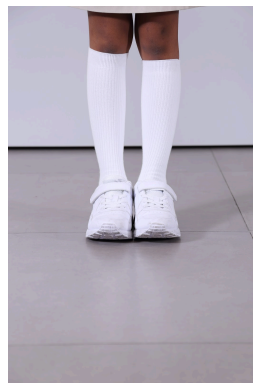
- Note:
1. In cold weather, students can wear a grey or burgundy scarf and gloves.
 2. If the temperature is at or under 12 degrees celsius, students can wear their P.E. uniform or a coat.



Summer Uniform



Summer Sports Uniform



Shoes and Socks



Winter Uniform



Winter Sports Uniform



Jacket



Cardigan



Sweater

2.9 School Bus

2.9.1 Contact School Bus company, Ms. Carmen Kwok at 9034-7208 directly.

2.10 Parent Card

2.10.1 Aims

2.10.1.1 Ensure the safety of the school premises.

2.10.1.2 Ensure the safety of students and staff

2.10.1.3 For convenience, parents need to show their Parent Card instead of going to the School Office to register each time.

2.10.2 Details

2.10.2.1 Parents will get two Parent Cards each year.

2.10.2.2 Show your Parent Card when you come to school for:

2.10.2.2.1 Picking up your child (including early leave)

2.10.2.2.2 Taking part in non-whole school activities.

2.10.2.3 Keep the Parent Card the whole school year.

2.10.2.4 If a parent comes to school with their child, there is no need to show the Parent Card.

2.10.3 Replacement procedure of Parent Card

2.10.3.1 For the replacement of lost or damaged Parent Cards, parents or their children should register at the School Office and pay an administrative fee.

2.10.4 Procedures for not showing Parent Card

2.10.4.1 Parents should go to the School Office to register and confirm their identity before they go into the school.

2.10.4.2 For any non-parent, guardian, or unregistered person, the School Office staff will call the student's parent to confirm the person's identity.

3. Curriculum

3.1 Medium of Instruction

3.1.1 Chinese and English.

3.2 Weekly Class Schedule Distribution

Subject	Class Length	P.1	P.2	P.3	P.4	P.5	P.6
Chinese	40	11	10	8	8	8	8
Chinese Drama	40			1	1	1	1
Putonghua	40			1	1	1	1
English	40	5	5	5	5	5	5
English Guided Reading / Thinking Skills	40	1	1	1	1	1	1
Mathematics	40	5	6	6	5	5	5
General Studies	40		5	5		5	5
Primary Humanities	40	3			2		
Science	40	2			3		
Physical Education	40	2	2	2	2	2	2
Visual Arts	40	2	2	2	3	3	3
Music	40	2	2	2	2	2	2
Coding	40				1	1	1
Technology Education	40	2	2	2	1	1	1
Open Learning Lesson**	40	1	1	1	1	1	1
Personal Growth***	40	2	2	2	2	2	2
Assembly	40	1	1	1	1	1	1
Multi-intelligences Lesson	25	1	1	1	1	1	1
Self-study Lesson	40	5	5	5	5	5	5

** Library lesson, reading, Chinese classical poetry, collaborative teaching of the Positive Life Programme, Chinese calligraphy, mindfulness lesson, STEAM cross-curriculum learning, etc.

***Life education, career planning, financial education, personal growth, value education, homeroom period, etc.

3.3 Homework Policy

3.3.1 School-Based Homework Policy

3.3.1.1 Policy Objectives

3.3.1.1.1 Student Development

3.3.1.1.1.1 Increase engagement and self-directed learning.

3.3.1.1.1.2 Apply knowledge and preview new topics.

3.3.1.1.1.3 Cultivate problem-solving skills and self-discipline.

3.3.1.1.2 Teaching Optimization

3.3.1.1.2.1 Review learning outcomes through homework.

3.3.1.1.2.2 Identify difficulties and adjust teaching methods.

3.3.1.1.2.3 Design diverse assignments to cater to differences.

3.3.1.1.2.4 Plan homework load reasonably.

3.3.1.1.3 Parental Involvement

3.3.1.1.3.1 Keep track of student's learning progress.

3.3.1.1.3.2 Provide appropriate support.

3.3.1.2 Coordination Mechanism

3.3.1.2.1 Interdisciplinary Team Reviews

3.3.1.2.1.1 Quality (Teaching Objectives)

3.3.1.2.1.2 Quantity (Student Load)

3.3.1.2.1.3 Diversity (Variety of Assignments)

3.3.1.2.1.4 Distribution (Interdisciplinary Balance)

3.3.1.2.2 Annual Collection of Stakeholder Feedback for Continuous Improvement

3.3.1.3 Homework Design Principles

Teachers can guide students to complete basic homework during class time, without mandating daily assignments, while ensuring daily practice in class.

3.3.1.3.1 Age-Specific Focus

3.3.1.3.1.1 Initial Years (Grades 1-3): Fun and creative expression.

3.3.1.3.1.2 Higher Grades (Grades 4-6): Analytical thinking and real-life applications.

3.3.1.3.2 Diverse Learning Modes

3.3.1.3.2.1 Visual (Charts, Mind maps)

3.3.1.3.2.2 Auditory (Discussions, Oral Reports)

3.3.1.3.2.3 Practical (Experiments, Projects)

3.3.1.3.2.4 E-Learning (Platform Tasks, Multimedia Projects)

3.3.1.3.3 Core Elements

3.3.1.3.3.1 Clear Connection to Teaching Objectives

3.3.1.3.3.2 Strict Control Over Written Homework Volume

3.3.1.3.3.3 Foster Self-Directed Learning

3.3.1.3.3.4 Strengthen Higher-Order Thinking

3.3.1.3.3.5 Incorporate Real-life Contexts

3.3.2 Homework Time Management

3.3.2.1 Daily Homework Duration

3.3.2.1.1 Initial Years (P.1-3): ≤30 minutes.

3.3.2.1.2 Higher Grades (P.4-6): ≤1 hour.

3.3.2.2 Daily Subject Assignments

3.3.2.2.1 Chinese/English/Math/General Studies/Primary Humanities/Primary Science: ≤2 assignments per subject (excluding corrections).

- 3.3.2.3 Weekend Assignments
 - 3.3.2.3.1 Reasonable increase to allow students more time to rest and pursue personal interests, participating in various sports, arts, and social activities.
- 3.3.2.4 Holiday Assignments
 - 3.3.2.4.1 To align with health policies, no academic assignments during long holidays. Assign moderate self-learning tasks (e.g., reading, sports activities, online learning, field trips) to help students rest or develop personal interests.
- 3.3.3 Homework Guidance and Support
 - 3.3.3.1 High-difficulty homework should be completed under teacher guidance in class.
 - 3.3.3.2 The last period of each day is dedicated to supervised homework completion by class teachers.
 - 3.3.3.3 Students may choose to attend after-school homework tutoring for one hour.
- 3.3.4 Home-School Collaboration
 - 3.3.4.1 Homework Review
 - 3.3.4.1.1 Daily access to homework through the GRWTH platform.
 - 3.3.4.1.2 All homework will be sent home for parental review.
 - 3.3.4.2 Learning Support
 - 3.3.4.2.1 Set fixed times (suggested 30 minutes after school) and quiet, independent study spaces.
 - 3.3.4.2.2 Encourage children to try independence first.
 - 3.3.4.2.3 Mark difficulties for teacher follow-up.
 - 3.3.4.2.4 Contact class teachers for special needs.
 - 3.3.4.3 Communication Channels
 - 3.3.4.3.1 “Sunshine Phone” and parent-teacher meetings to discuss homework arrangements.
 - 3.3.4.3.2 ClassDojo home-school communication platform
 - 3.3.4.4 Health Reminders
 - 3.3.4.4.1 Ensure adequate sleep.
 - 3.3.4.4.2 Balance academic and leisure activities.
- 3.3.5 Homework abbreviations (See 'Student Handbook' for more details)

3.4 Chinese Language Curriculum

3.4.1 Program Objectives

- 3.4.1.1 Our students come from diverse linguistic backgrounds. To cater to their individual needs, we implement a school-based curriculum in P.1 to build a strong foundation in Chinese, enabling children to learn the language with confidence, enjoyment, and effectiveness. From P.2 onward, we adopt local grade-level standards to ensure students' Chinese proficiency aligns with mainstream benchmarks.

3.4.2 Curriculum Framework

- 3.4.2.1 "Learn Chinese Together" program is a beginner-level school-based curriculum designed for P.1 students through the first mid-term of P.2 Term 1, specifically created to introduce non-Chinese speaking students to foundational Chinese language skills.
- 3.4.2.2 "New Oxford Chinese Language" program is implemented from the first mid-term of P.2 Term 1 through P.6, with the specific purpose of helping non-native learners transition to mainstream local Chinese proficiency standards.
- 3.4.2.3 Chinese assessments follow a criterion-referenced testing model to track cross-year performance data, evaluating both student progress and curriculum relevance. As such, teachers will review answers with students in class but will not return test papers. Parents wishing to review their child's assessment results may request to view the papers at school.

3.4.3 Program Features

3.4.3.1 Student-Centered Learning

- 3.4.3.1.1 We believe students thrive as active, self-directed learners. Our "Teach Less, Learn More" and "Learn Before Teach" approaches emphasize games, participation, self-study, and reading to ignite potential, foster positive learning habits, and elevate Chinese proficiency.

- 3.4.3.2 Interactive Games: Teachers incorporate physical and digital games to make character recognition engaging and fun.

- 3.4.3.3 Collaborative Participation: Group learning methods deepen classroom engagement and peer-to-peer interaction.

3.4.3.4 Self-Directed Learning:

- 3.4.3.4.1 "My Little Dictionary": Students record newly learned characters to build personalized vocabulary banks.
- 3.4.3.4.2 E-textbooks with pinyin and English translations: Enable home (pre-learning), empowering students to take ownership of their progress.

3.4.3.5 Technology Integration:

- 3.4.3.5.1 E-books and gamified tools enhance interactivity and autonomy.
- 3.4.3.5.2 Tablet apps consolidate and extend in-class learning.

- 3.4.3.6 Reading Cultivation:
 - 3.4.3.6.1 "Rainbow Reading Rewards Scheme": Incentivizes extracurricular reading.
 - 3.4.3.6.2 Daily morning reading sessions: Nurture habits and skills.
- 3.4.3.7 Supplementary Programs
 - 3.4.3.7.1 Putonghua Classes (P.3-6): Weekly sessions with interactive e-materials introduce pinyin and basic conversational skills.
 - 3.4.3.7.2 Drama Classes (P.3-6): Boost Chinese interest and literary/cultural knowledge while fostering teamwork and values.
- 3.4.4 Parental Support Tips
 - 3.4.4.1 Use e-textbook audio features to practice listening.
 - 3.4.4.2 Encourage children to read aloud or "teach" family members.
 - 3.4.4.3 Review homework daily with positive reinforcement.
 - 3.4.4.4 Parents are expected to supervise and assist their children in revising dictation materials to ensure thorough preparation. After each dictation, please sign beside your child's score on their dictation book and provide encouraging feedback.
 - 3.4.4.5 Expose children to Chinese TV (news, cartoons) to enrich language immersion.
 - 3.4.4.6 Visit libraries/ bookstores to select Chinese books—illustration-heavy titles are welcome to spark joy in reading.
 - 3.4.4.7 If possible, communicate in Chinese at home to integrate the language into daily life.

3.5 English Language Curriculum

3.5.1 Overview of English Courses

Curriculum	P.1	P.2	P.3	P.4	P.5	P.6
Get Reading Right (Synthetic Phonics)	✓	✓				
PM Reading Program	✓	✓				
Oxford International Primary English	✓	✓	✓	✓	✓	✓
School-based Thinking Skills Program			✓	✓	✓	✓

3.5.1.1 Get Reading Right: Synthetic Phonics

3.5.1.1.1 Parts: Basic Code (Part 1), Advanced Code (Part 2), Complete the Code (Part 3).

3.5.1.1.2 Objective: Ensure students master phonics skills to become independent readers.

3.5.1.1.3 Completion: All components must be finished by the end of P.2 Term 1.

3.5.1.2 PM Reading Program

3.5.1.3 Oxford International Primary English

3.5.1.3.1 Designed for multicultural learners; aligns with student needs.

3.5.1.4 School-based Thinking Skills Program

3.5.1.4.1 Objective: Enhance critical thinking and cross-subject learning.

3.5.1.4.2 Delivery: NET-led weekly lessons (24/year) via games, debates, and writing.

3.5.2 Assessment

3.5.2.1 The exam for “Oxford International Primary English” is conducted using a criterion-referenced testing format to assess students’ academic performance across grade levels and to evaluate the effectiveness of our curriculum. Therefore, teachers are unable to return the exam papers to parents after reviewing the answers with students. If parents wish to know their child’s assessment results, they should contact the subject teacher.

3.5.3 Promote Reading

3.5.3.1 To cultivate students' reading habits and interests, the school uses the 'Epic' e-reading platform, which allows students to freely choose books matching their reading levels. (P.1-2 parents: Please see the appendix below for more details.)

Digital Home Reading Program

P.1-2 Parent Guidelines

1. The Digital Home Reading Program provides your child with opportunities to:
 - 1.1. Share positive reading experiences with parents, guardians and other people who are significant in their lives.
 - 1.2. Practise the skills, strategies and language structures they have learned during the literacy lessons.
 - 1.3. Develop positive attitudes to reading and a lifelong interest in and enjoyment of books.
2. It is essential that you encourage your child to read.
 - 2.1. Parent participation in literacy activities has a direct and significant effect on children's growth and success.
 - 2.2. Parents are a child's first and most important teacher!! You will learn and work together for a lifetime.
3. How does the Digital Home Reading Program work?
 - 3.1. Schools will select digital books for your child that will match with their reading ability level.
 - 3.2. On the first day of the week, your child will be assigned a digital book to read with you. These books may include Picture books or Chapter books.
 - 3.3. We will replace a Digital book every week.
 - 3.4. Find some time when your child comes home from school and read aloud with them.
 - 3.4.1. Listen attentively.
 - 3.4.2. Try to focus on the meaning of what your child is reading.
 - 3.4.3. Ask some questions about the story (What part did you like the best? Who are the characters? What was the problem and how was it solved? etc.) and make an encouraging comment about your child's reading.
 - 3.5. Indicate that the book has been read (and reread) by signing the entries (the example below) in the Student Handbook every day.
 - 3.6. Digital books should be read more than once in order to increase fluency and comprehension.
 - 3.7. Students in Primary 1 should read 10 minutes (minimum) each time. Students in Primary 2 should read 15-20 minutes (minimum) each time.

English 英文	Home Reading Program: The Home Reader has been read. Student's Signature: _____	

3.6 Mathematics Curriculum

3.6.1 The curriculum programme

3.6.1.1 Self-learning:

3.6.1.1.1 To encourage students to learn by themselves, through the use of pre-tasks, self-directed learning tasks, online materials and Mathematical Operation Training Scheme.

3.6.1.2 Catering for learning diversity:

3.6.1.2.1 Assign students leveled worksheets based on their learning progress.

3.6.1.2.2 Applying cooperative learning strategies, and the use of group work in class

3.6.1.3 To improve calculation skills:

3.6.1.3.1 Problem Solving Lessons: Focus on students' calculation skills and speed, and to consolidate the key mathematical vocabulary that students have learnt in normal lessons by holding timed short quizzes and regular dictation.

3.6.1.3.2 Comprehensive Multiplication: To improve the basic multiplication skills of students by different strategies, such as playing animated multiplication songs (in Cantonese), daily multiplication tables exercises and timed short quizzes. There are tablet counters held every Tuesday during the lunch recess. This will help to arouse students' learning interest by allowing them to play mathematics games on iPads.

3.6.1.3.3 Mathematical Operation Training Scheme: To strengthen students' calculation speed and accuracy and cater for learning diversity, staged daily training schemes which allow students to work at their own pace are designed according to the main focuses of the operations in primary levels.

3.6.1.3.3.1 Primary 1: Composition of numbers 2-18

3.6.1.3.3.2 Primary 2: Multiplication tables

3.6.1.3.3.3 Primary 3: Mental calculations (all four operations) and the concept of fractions

3.6.1.3.3.4 Primary 4: The least common multiple and conversions among different types of fractions

3.6.1.3.3.5 Primary 5: Operations of fractions

3.6.1.3.3.6 Primary 6: Conversion among fractions, decimals and percentage

3.6.1.4 Training on Problem Solving Skills:

3.6.1.4.1 A daily 5-minute "A Problem A day" training is provided for P.4-P.6 students to improve their problem solving skills.

3.6.2 Dictation

3.6.2.1 Assist students to grasp mathematical terms and keywords used in problem solving questions.

3.6.2.2 A “Vocabulary Revision List” is provided and should be stuck on the inside of the cover page of the textbook for revision.

3.6.2.3 There are between 2 and 6 dictations each term. Students need to write down the words of the up-coming dictation in the handbook one week before for revision.

3.6.3 Parent support

3.6.3.1 Support your child in their mathematics studies by checking their handbook and assignments and giving them praise and encouragement.

3.6.3.2 The child’s success at school is influenced positively by parental acceptance and encouragement in their work. For example, parents’ participation in dictation revision and parent’s signature on handbooks, dictation books and test papers shows support and concern for your child.

3.6.3.3 Take your child to a public library during the weekend and borrow books related to Mathematics. Try to cultivate an interest in learning mathematics.

3.6.3.4 Encourage your child to complete the exercises in the Mathematical Operation Training Scheme at home daily.

3.7 Assessment Policy

3.7.1 Learning and Teaching Assessment Framework

3.7.1.1 Formative Assessment

3.7.1.1.1 Objective: To enhance learning through continuous evaluation, fostering students' self-directed learning and reflective abilities.

3.7.1.1.2 Assessment Philosophy

3.7.1.1.2.1 Implement “*Assessment for Learning*” and “*Assessment as Learning*” to encourage active student participation in evaluations and develop metacognitive skills.

3.7.1.1.3 Integrate assessments into teaching and learning processes to inform instructional planning.

3.7.1.1.3.1 Clear Learning Goals: Communicate objectives and expected outcomes to students.

3.7.1.1.3.2 Embedded Assessments: Design activities that simultaneously assess and guide learning.

3.7.1.1.4 Teacher Feedback:

3.7.1.1.4.1 Analyze assessment data systematically.

3.7.1.1.4.2 Provide tailored feedback (grades, scores, written/oral comments) with actionable improvement strategies.

3.7.1.1.5 Diverse Assessment Modes

Type	Implementation
Class Participation	Observe engagement, questioning, and interaction.
Daily Assignments	Homework, exercises, quizzes.
Thematic Projects	Subject/cross-curricular research, creative writing, hands-on tasks, self-study logs.
Unit Tests	Periodic assessments (e.g., math drills, comprehensive exercises).
Creative Dictation	Motivate learning through gamified approaches.
Self-Assessment	Checklists, reflection journals, teacher-student conferences.
Peer Assessment	Guided evaluation of assignments, presentations, and tests.
E-Assessment	Tools like Rainbow One, Kahoot, and Quizizz for instant feedback and analytics.

3.7.1.2 Summative Assessment

3.7.1.2.1 Objective: Evaluate learning outcomes and curriculum effectiveness.

3.7.1.2.2 Methods

3.7.1.2.2.1 “Assessment of Learning”: Tests and exams to measure knowledge, skills, and attitudes.

3.7.1.2.2.2 School-based benchmarks aligned with EDB guidelines.

3.7.1.2.3 Exam Schedule

Level	Term 1	Term 2	
	Nov*	Mar*	Jun*
P.1	-	Exam 2	Exam 3
P.2	Exam 1		
P.3			
P.4			
P.5			SSPA 1 †
P.6	SSPA 2 †	SSPA 3 †	Exam 3

*Dates adjusted per school calendar. † *Secondary School Placement Assessment (SSPA)*

3.7.1.2.4 Weighting

Subject		Weight	
Chinese		8	
English		8	
Mathematics		8	
General Studies	Humanities	4	8
	Science	4	
Visual Arts		2	
Music		2	
PE		2	
Technology Education		0	
Coding		0	
Putonghua		0	
Total		38	

3.7.1.2.5 Secondary School Placement (SSPA) Mechanism

3.7.1.2.5.1 Follows EDB's allocation system, weighting subjects based on importance and instructional hours:

3.7.1.2.5.1.1 2025–26 SSPA

Subject	Chinese	English	Mathematics	General Studies	Visual Arts	Music
Weight	9	9	9	6	3	2

3.7.1.2.5.1.2 2026–27 SSPA

Subject	Chinese	English	Mathematics	General Studies	Visual Arts	Music	PE
Weight	8	8	8	8	2	2	2

3.7.1.2.5.1.3 2027–28 SSPA

Subject	Chinese	English	Mathematics	Humanities/ Science	Visual Arts	Music	PE
Weight	8	8	8	4/4	2	2	2

3.7.2 Report Cards

3.7.2.1 Academic reports are distributed following all three session assessments. These reports do not include student ranking information.

3.7.2.2 Learning Assessment Method (please see the attachment “Learning Assessment Method 2025” for more information)

3.7.3 Make-up Examination Policy

3.7.3.1 P.1-4 Students: No make-up examinations will be arranged for missed in-class exams.

3.7.3.2 P.5-6 Students: Make-up examinations for in-class exams will be scheduled during the designated make-up period.

3.7.3.3 Absence During Examination Days:

3.7.3.3.1 Students who miss an examination must submit either a valid medical certificate, or an approved leave application.

3.7.3.3.2 Make-up exams must be taken on the first school day following the original examination date.

3.7.3.3.3 Scores from make-up examinations will not be penalized.

- 3.7.3.4 Unexcused Absences:
 - 3.7.3.4.1 P.1-4: No make-up allowed; "ABS" (absence) will be recorded on the report card.
 - 3.7.3.4.2 P.5-6: Make-up permitted, but scores will be reduced by 10%.
- 3.7.3.5 Parent Notification:
 - 3.7.3.5.1 Teachers will contact parents of eligible students to confirm make-up arrangements.
- 3.7.4 Parent Request for Exam Paper Review
 - 3.7.4.1 Applicable Papers
 - 3.7.4.1.1 Secondary School Placement Assessment (SSPA) papers
 - 3.7.4.1.2 Chinese & English reading/ writing exam papers
 - 3.7.4.2 Procedure
 - 3.7.4.2.1 Parents must first contact the class teacher to initiate a review request.
 - 3.7.4.2.2 The class teacher will coordinate with the subject head and relevant teachers to schedule an on-campus review session.
- 3.7.5 Procedure for Requesting Replacement Report Cards
 - 3.7.5.1 Report cards are official documents. Parents are responsible for their safekeeping.
 - 3.7.5.2 Application Process:
 - 3.7.5.2.1 Submit a written request to the Principal, including:
 - 3.7.5.2.1.1 Reason for request
 - 3.7.5.2.1.2 Grade level and semester required
 - 3.7.5.2.1.3 Payment of replacement fee
 - 3.7.5.2.2 Replacement copies will be printed on plain paper with a "COPY" stamp.
 - 3.7.5.3 Processing & Collection:
 - 3.7.5.3.1 Processing time: Approximately 1 week
 - 3.7.5.3.2 Collection options:
 - 3.7.5.3.2.1 Parents may be notified to pick up at school
 - 3.7.5.3.2.2 Delivered directly to the student

4. Activities

4.1 After School Activities

- 4.1.1 Various after-school activities will be held for students. The aim of these after school activities is to develop students' potential, to diversify their interests and to build their self-confidence. The after school activities will be held every Monday to Friday between 4:00 p.m. and 5:00 p.m.

4.2 School-Based Life-Wide Learning Subsidy Scheme

- 4.2.1 The school has a "School-Based Life-Wide Learning Subsidy Scheme". Students who come from low income families have the same opportunity to join the after-school activities. If parents can fulfill the requirements, they will be exempt from the activity fee. This scheme aims to ensure that students from low income families have access to after-school activities. Parents can apply for this scheme in September of every school year.

4.3 Multiple-Intelligences Learning Session

- 4.3.1 The multiple-intelligences activities programme is held at the last 2 lessons every Friday. The activities are related to different styles of learning in subjects such as art, science, music, ethics and uniform teams. Students can choose the activities according to their interest. Teachers will also select talented students to receive special training in order to raise their personal achievement in a non-academic area.

4.4 Integration Programme and Learning Outside School

- 4.4.1 In order to let students know more about our society, we organize visits and outdoor activities for students after examinations. We hope our students can have a wider experience outside school in Hong Kong. In addition, teachers will prepare lessons to be conducted outside of school. Students will do field studies and observations. This is a different and interesting experience that cannot be had inside the classroom.

4.5 Life Wide Learning Day

- 4.5.1 The school holds an Outdoor Learning Day every November, where all students and teachers participate, and parents are also invited to attend. Each year, the school selects a different campsite as the outdoor learning location. Parents and students can not only enjoy the beautiful outdoor environment and various recreational facilities but also participate in guided learning activities such as archery, rock climbing, trampoline, roller skating, various ball games, and crafts. Under the guidance of professional coaches and instructors, parents and students can step out of the classroom to learn more life skills and communication techniques, while also having the opportunity to showcase their abilities and try different outdoor activities. Additionally, the school arranges group games for parents and children, allowing them to collaborate and complete challenges together, thereby promoting parent-child relationships.

4.6 Sports Day

- 4.6.1 The school holds Sports Day every year between April and May. In addition to the participation of all students and teachers, parents are also invited to attend and take part. Students in P.3 to P.6 can participate in track and field events, including the 60 meters, 100 meters, long jump, and shot put/sack throw, while students in P.1 and P.2 can participate in competitive games. Furthermore, we also have parent-child relay races, teacher-student relay races, and inter-class cheerleading competitions, all of which are eagerly anticipated events.

5. Discipline and Guidance

5.1 Phone Protocols

- 5.1.1 The school contact phone number is 2577-5188
- 5.1.2 The school phone is designated for administrative purposes, parent-school communication, and emergencies. To prevent misuse, students are prohibited from using the school phone. In case of an emergency, the school will contact parents directly.
- 5.1.3 Due to the high risk of loss, the school strongly discourages students from bringing mobile phones to campus. The use of mobile phones is strictly prohibited during school hours. Violations of this policy may result in disciplinary action.

5.2 Reward and Punishment System

- 5.2.1 The aims: In order to help our students cultivate good character and instill in them appropriate values and a sense of responsibility, our school is issuing a set of criteria for our Reward and Punishment System. We hope this will help your child better understand the rules they must obey at school.
- 5.2.2 For details, please refer to the "Student Handbook."

5.3 Preventing Bullying in Schools

5.3.1 Definition and Types of Bullying

- 5.3.1.1 Bullying is defined as the repeated and intentional abuse of a weaker party by a stronger one. If both parties are equally matched in strength, it is not considered bullying (Beane, 1999; DEF, 1994; Newman, Horne & Bartolomucci, 2000).
- 5.3.1.2 Physical attacks, such as hitting, slapping, or kicking, are clear examples of bullying. Additionally, bullying includes verbal harassment, teasing, insults, defamation, spreading rumors, social exclusion, isolation, hostility, and psychological torment, as well as coercive demands for money and items.

5.3.2 School's Stance on Bullying

5.3.2.1 The school has a zero-tolerance policy for any form of bullying, whether verbal, physical, or online, and regardless of the reasons behind it, including differences in size, ability, religion, race, or sexual orientation.

5.3.2.2 The school is committed to taking proactive measures to ensure the safety of students and prevent bullying incidents.

5.3.3 Preventing Bullying

5.3.3.1 In growth classes, we will teach students how to effectively handle bullying issues. The curriculum employs a spiral teaching approach, complemented by student lectures that help them learn how to build positive relationships with others.

5.3.3.2 Each year, students will participate in a survey to identify at-risk individuals. This will help us detect students who may be vulnerable to bullying early and provide necessary support and guidance.

5.4 After School Homework Tutoring

Brief	Our school provides free homework tutoring services for students every day from 4:00 p.m. to 5:00 p.m., with a teacher-student ratio of 1:24. If students are unable to complete their homework during this hour, parents are expected to assist their children in finishing their assignments at home.
Application	Every May, the school will issue a notice inviting parents to enroll their children in the after-school homework tutoring program for the upcoming school year. Late registrations will not be accepted.
Withdrawal Procedures	<ol style="list-style-type: none">1. If a student needs to withdraw from the homework tutoring class, parents should notify the class teacher via ClassDojo or in writing at least one week in advance, specifying the withdrawal date.2. If parents cancel after-school activities such as homework tutoring classes, they must arrange their children's dismissal independently. If bus service is needed, parents should discuss it directly with the bus company. If the bus is unable to provide service for any reason, parents must arrange their children's dismissal independently.3. Once the withdrawal application is accepted, re-enrollment for that school year will not be permitted.
Misbehavior	<p>To maintain classroom order and ensure that students adhere to discipline, allowing them to complete their homework in a safe and quiet environment, the following disciplinary measures are in place:</p> <ol style="list-style-type: none">1. If a student misbehaves during homework time, the homework tutor will make a record of the incident. The following day, a 'warning' note will be placed in the student handbook, and parents are asked to cooperate with the school in guiding their children.2. If a student accumulates four records of misconduct, the school will revoke their eligibility to participate in this program, and they will not be allowed to stay at school to do homework.3. If a student is recorded with four instances of misconduct during the homework tutoring period, parents will receive a notification of withdrawal from the program within a week.4. Parents must arrange their child's transportation home. If the student requires school bus services, parents must independently coordinate transportation arrangements with the school bus company.

5.5 Professional Assessment Report for Special Educational Needs

- 5.5.1 If the student already has an assessment and report from a private practicing specialist doctor or the Hospital Authority demonstrating special learning needs, parents must submit the assessment and report to the school.

5.6 Service/ Measures to Support Our Students

Service & Support	Content/Objective	Target Group	Period	Responsible teacher/person
1. Student Support	To support students using appropriate measures and arrangements.	Tier 1 students① and Tier 2 students②	Beginning of the year	Special Educational Needs Coordinator
2. Enhancement classes	To provide enhancement classes for students who have learning needs and/or require extra support.	Target students②	Whole school year	Subject Teachers
3. After School Tutoring	To instruct students in their daily homework	All students	Whole school year	After School Tutoring Coordinator
4. Peer Tutoring	To organize learning groups to support students in need with the help of “Big Brothers/Sisters”	Students in need	Nov - May	School Social Worker/ Guidance Teachers
5. Guidance Service	To enhance students’ behaviour / learning / concentration / self-management skills	Students in need	--	School Social Worker
6. Newly Arrived Students	To learn about the school and life in Hong Kong	Newly Arrived Students	--	“Newly Arrived Students” Coordinator
7. Speech Therapy	To provide individual / group/ in-class speech therapy training	Students in need	Whole year	Speech Therapy Coordinator and Speech Therapist
8. Fine Motor Skills Training Group	To provide individual and small group fine motor skills training.	Students in need	Whole year	Fine Motor Skills Training Group Coordinator and I Therapist
9. Integrated Education	To establish “Individual Educational Plans” and follow-up; individual guidance; homework and assessment accommodation.	Tier 3 Students③	Whole year	Special Educational Needs Support Teachers
10. Project on ‘Whole School Approach to Providing	To provide small-group training for students in need of social or adaptive skills	Students in need	Whole Year	Special Educational Needs Support Teachers

Service & Support	Content/Objective	Target Group	Period	Responsible teacher/person
Tiered Support for Students with Autism Spectrum Disorders' : NGO-School Collaboration	enhancement.			
11. Attention Skill Development Group	To provide small-group training for students in need of attention skills enhancement.	Students in need	Whole Year	Special Educational Needs Support Teachers
12. Learning Strategy Training Group	To provide training for students in need of learning strategies enhancement.	Students in need	Whole Year	Special Educational Needs Support Teachers
13. Understanding Adolescent Project (Primary)	To provide small-group training for students in need of resilience in coping with the challenges.	Students in need	Whole Year	School Social Worker/ Guidance Teachers
14. Homework Accommodation ④	To assist students to consolidate what they have learnt	Students in need	Whole Year	Subject teachers
15. Assessment Accommodation ⑤	To provide assessment accommodation for SEN students	Students in need	During Assessment	Special Educational Needs Support Teachers
16. Early Identification and Intervention of Learning Difficulties Programme for P.1	To provide appropriate early support for students who are at risk of learning difficulties	P.1 students	Start of the year	Special Educational Needs Coordinator
17. "LAMK" Assessment	To use "LAMK" Assessment to assess students' academic levels and provide appropriate support for the students in need	Students in need	Year end	Special Educational Needs Coordinator

Note:

① Tier 1 Students: have temporary and mild learning difficulties.

② Tier 2 Students: have sustained learning difficulties.

③ Tier 3 Students: have serious difficulties that need special attention.

- ④ Homework Accommodation: If there's a need for any of the above accommodations, the subject teachers will mark the accommodation directly on his/her homework with a signature.
- ⑤ Special Accommodation in Assessment: Our school will provide special accommodations in assessment for special education needs students (those who have been assessed by a professional and have reports). However, these arrangements may not be used in public exams/ Territory-wide System Assessment (TSA)/ some of the school exams due to the objective and nature of these exams. Therefore, please take note of this. If you have any queries about these special accommodations in assessment, please contact our Integrated Teacher or Guidance Mistress.

5.7 Communication Channels

- 5.7.1 If necessary, the school will inform parents about the services and support mentioned in item 5.6 through various communication channels (such as notices, handbooks, meetings, phone calls, etc.). For any inquiries regarding the above services and support, please contact the responsible teacher or staff member.

5.8 Mindfulness Programme

- 5.8.1 The mindfulness course is conducted in the Open Learning Space Lesson, training students in emotional management skills and enhancing their concentration.

5.9 P.1 Adaptation Support Policy

5.9.1 Purpose

- 5.9.1.1 To help students quickly adapt to school routines.
- 5.9.1.2 To assist parents in addressing students' adaptation issues.

5.9.2 Support Measures:

5.9.2.1 Stationery Provision

- 5.9.2.1.1 The school supplies all necessary stationery (including pencils, erasers, rulers, and 12-color crayons), so students do not need to bring their own.

5.9.2.2 P.1 Adaptation Program

- 5.9.2.2.1 A dedicated orientation course helps new students develop essential skills, including: queueing etiquette, focus and concentration, polite manners, personal hygiene, self-care and organization, self-discipline, etc.

Learning Assessment Method 25-26

Subject	Grade	Assessment Mode		Weighting of Scores				Subject Proportion	
Chinese	P.1-6	Area	Mode	Total	P.1	P.2-3	P.4-6	8	
		Listening	Regular tasks	100%	10%	10%	10%		
		Speaking	Regular tasks	100%	30%	20%	10%		
		Reading	Written exams	100%	40%	40%	45%		
		Writing	Regular dictation	10%	20%	30%	35%		
			Regular tasks	50%					
			Written exams	40%					
English	P.1-6	Area	Mode	Total	P.1	P.2	P.3-6	8	
		Listening	Regular tasks	100%	10%	10%	10%		
		Speaking	Regular tasks	100%	10%	10%	10%		
		Reading	Written exams	100%	60%	S1: 60% S2-3: 50%	50%		
		Writing	Regular dictation	25%	20%	S1: 20% S2-3: 30%	30%		
			Regular tasks	25%					
			Written exams	50%					
Mathematics	P.1-6	Written exams		100%			8		
General Studies	P.2, 3, 5, 6	Written exams		100%			8		
Primary Humanities	P.1, 4	Written exams		100%			4		
Science	P.1, 4	Item		Total	P.1	P.4		4	
		Written exams		100%	-	60%			
		PDAR/PDIR		60%	100%	40%			
		Activities							
		Science Notebook		30%					
Daily performance		10%							
Visual Arts	P.1-6	Regular art appreciation tasks		20%			2		
		Regular tasks		80%					
Music	P.1-6	Singing/ Sight-reading / Instrument playing		60%			2		
		Creativity tasks/ Written exams		40%					
Physical Education	P.1-6	Item		Total	P.1	P.2-4	P.5	P.6	2
		Basic Activities/ Motor and sports skills		40%-80%	40%	S1: 40% S2: 80% S3: 40%	40%	40%	
		Physical Fitness		40%	40%	S1: 40% S3: 40%	40%	40%	
		Sports Knowledge		0%-10%	-	-	S1: - S2: 10% S3: 10%	S1: 10% S2: 10% S3: -	
		Generic skills, Values, and Attitudes		10%-20%	20%	20%	S1: 20% S2: 10% S3: 10%	S1: 10% S2: 10% S3: 20%	

Subject	Grade	Assessment Mode	Weighting of Scores								Subject Proportion
Technology Education	P.1-6	Practical task (T) / Written exams (E)	Total	Session	P.1	P.2	P.3	P.4	P.5	P.6	0
			100%	S1	-	E	T	T	T	T	
				S2	-	T	E	T	E	T	
				S3	T	T	T	E	T	E	
Coding	P.4-6	S3 Final Project	100%								0
Putonghua	P.3-6	Quizzes	100%								0

Note: 3 exams per year. No assessments are conducted in the first term of P.1.