



東華三院周演森小學
TWGHs Chow Yin Sum Primary School

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66

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Lee Kwong Yee Jason Joseph	Ms. Cheng Man Han Emily	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
Tung Wah Group of Hospitals	Diligence, Frugality, Loyalty and Faithfulness	2005	Chinese	Nanny van	About 4000 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	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$20	\$400 (fees for approved collection for specific purposes)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
18	3	1	1	Interactive touch panels installed in 21 classrooms, standard basketball crt, mini basketball crt, football pitch, school gardens, rock climbing wall
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Hall, Campus TV, Dancing Room, Piano Practice Room, Mathematics Room, Music Room, Visual Arts Room, Language Room, STEAM Room, Table Tennis Room, Future Forest (Computer Room), Reading Forest (library), etc.				Accessible lift and Accessible toilet.

Teaching Staff Information (including School Head) in the 2024/2025 school year

Number of teaching posts in the approved establishment		36	Total number of teachers in the school			36
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%	33%	69%	14%	25%	61%

Class Structure

							P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year							No. of classes	3	3	3	3	3	3	18
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)							No. of classes	3	3	3	3	3	3	18
Mode of teaching at different levels							Small class teaching is implemented in P.1-6. Students from Primary 4 to Primary 6 are divided into four groups for instruction based on their individual subject performance in order to cater to the specific learning needs of each student. Classes of remedial teaching is arranged in P.2-6 to cater for students with learning difficulties and weaker academic achievements.							
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	Formative and summative assessments are conducted regularly. Students are assessed with their knowledge as well as generic skills. Different modes of assessment, such as pen and paper assessment, lesson observation, oral presentation, project writing, attitude assessment and performance assessment are used to understand the learning progress of students.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	Streaming and small-class teaching is arranged for the core subjects (Chinese, English and Mathematics) in Primary 4 to 6 according to students' academic results, learning needs and character traits.				

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	8:15 AM	3:30 PM	12:40 PM - 1:40 PM
Lunch arrangement		Healthy school life		Remarks	
Provided by designated supplier and assisted by parent volunteers.		Our values education curriculum encompasses Moral and Civic Education curriculum of the TWGHs, positive education, personal development training, service learning. Diverse learning activities such as exhibitions, lectures, educational musicals, ECSAF Programs, field trips and exchanges, are conducted to enrich students' learning experiences and enable them to apply in their daily lives.		A variety of activities for students are arranged during morning recesses and "Me Time" lunch recess in the activity rooms, such as the computer room, the language room and the library. Students can also engage in physical activities, like "Easy Run", "Fitness Training Zone", rope-skipping, hula hooping, basketballs and soccer. Competitions, such as hula hooping, rope skipping and basketballs are held regularly.	

Life-wide Learning

Our school offers various extracurricular activities and teams for students to participate in: Sports Teams(Athletics, ball games, swimming, and martial arts)Dance(Traditional Chinese dance, K-POP dance, Latin dance) Music (Handbells, hand chimes, choir and percussion ensemble) STEAM (Drone, robotics, and programming) English Drama, Flag-raising Team, Life-wide learning Activities(cup stacking, cheerleading, Chinese drumming and dodgeball) Training Classes(Craft workshops and campus reporters) and Four Uniform Teams

School Mission

To provide an all-round development for students through the provision of a congenial learning environment, equipping students with the necessary skills and knowledge, and nurturing them to become good citizens with a willing commitment to worthy causes and a genuine concern for social affairs.

School Characteristics

School Management

School Management Organisation:

There are 13 administrative committees, including School Management and Administration, Curriculum Development, Student Guidance and Discipline, Student Support, Academic Affairs, Gifted Education, IT & STEAM, External Liaison, ECA, Student Development, Students Affairs, School Resources Management, and Transitions from kindergartens and secondary schools.

Incorporated Management Committee / School Management Committee / Management Committee:

An IMC was set up. Members: the representatives from the sponsoring body, the Head Teacher, teachers, parents and independent individuals.

School Green Policy:

Engage students in different activities, including Student Environmental Protection Ambassador Scheme, seminars, competitions and Waste Recycling Programmes. Acquaint students with the issues about ecology and promote their awareness of environmental protection through practices and experiencing.

School's Major Concerns:

1. Empower students to become a YinSumer with self-directed learning capabilities by igniting their passion for learning with experiential learning and promoting personalized learning through enhancing their skills in reading and the ability to integrate and apply information technology.
2. Cultivate students to become a YinSumer with good character and healthy living by developing value education through enriching their learning experiences and establishing their healthy lifestyles.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Through life-oriented learning experiences, we enhance students' good values. Combined with the "Forest Exploration" activities, we allow students of all grades to participate in different overseas exchanges (such as Australia/Singapore/Beijing/Guangzhou-Zhuhai) and experiential activities (such as forest courses/New Year's Fair Financial Management Courses) to broaden students' horizons and become world citizens who care about society and the world.
2. Nurture students' 21st century skills by implementing whole-school coding education, including Matatabal Programme in lower primary levels and programmes on Scratch, MIT App Inventor and AR in senior primary levels, and setting up school STEAM teams.
3. Enhance students' English proficiency through implementing everyday life learning activities in the 3E Programme led by NETs.

Development of Major Renewed Emphases of the Primary Education Curriculum:

In the 2023/2024 school year, our school has revised the class timetable in accordance with the guidance of the School Curriculum of the Education Bureau: "Primary Education Curriculum Guide" (Trial Version). The morning focuses on the knowledge base of eight learning areas to prepare for personal growth and development; in the afternoon, the school-based POWER-UP "Forest" curriculum is implemented in an experiential form with four major projects, including: "Values Education" class, "Topic Study" class, "All-round Learning" class and "Cross-curricular Reading" class, providing students with a rich and holistic learning experience, allowing students to appreciate and deepen what they have learned, and cultivate them to become citizens with a sense of social responsibility, and at the same time a new generation with national concepts, Hong Kong sentiments and international vision to face future challenges.

Development of Generic Skills:

Through the implementation of the school-based "POWER-up" curriculum and campus activities, our school aims to cultivate students to become "YinSumers", with the qualities of care, youthful and smart. We aim to develop students' positive learning attitude, make good use of technology and be innovative, and master the "21st Century Generic Skills" to become qualified world citizens, put them into practice, give back to society and move towards a fulfilling life.

Cultivation of Proper Values, Attitudes and Behaviours:

1. Build up students' team spirit and positive interpersonal relationships through class-based activities, such as setting up classroom rules with students, conducting class cheer contests and Elections on Character Strength Star.
2. Organize "Chill and Be Healthy" event, such as "Healthy Snack Party and Kids' Playground", health message promotion, and "Secret Angel" activities, etc., to strengthen students' positive attitudes and create a harmonious and healthy campus atmosphere.

Student Support

Whole School Approach to Catering for Learner Diversity:

Through small-class language teaching and remedial classes, specific assistance is provided for students with special educational needs. Furthermore, enrichment programmes are designed for the gifted students, for example, the Special Duty Unit for building students' strengths in English or Putonghua. A 3-tier intervention model programme is adopted to consolidate students' basic language skills and vocabulary building. The school-based educational psychologist, school-based speech therapist and school social workers also provide support for students with special needs.

Whole School Approach to Integrated Education:

Our school support students with different abilities through the "Whole School Approach" model and through resource allocation. We provide students with appropriate and diversified support services to support students' different needs, such as teaching adaptation and assessment accommodation, Learning Support Group, training on social skills, Enhanced School-based Speech Therapy Service, Individual Education Plan.

Our school also arranges activities, for example, voluntary work and peer learning programme enable the participation of every student, foster respect and confidence.

Our school focuses on home-school cooperation to support students, actively communicate with parents.

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

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

Curriculum Tailoring and Adaptation:

Tailoring and adaptation is always made according to students' needs in different aspects, for instance, curriculum, assignment and assessment.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Two parents' days are held every year. Parents' meetings of all levels are conducted at the beginning of the term. Different kinds of activities, such as annual membership meetings, parent-child activities, parent-child picnic day, parents' interest classes and parents' learning classes are held. Parents' Corner is set up and meetings are held regularly to collect parents' views and establish a good home-school relationship.

School Ethos:

We create a harmonious school environment. Our vision is "Learn with heart, Teach with passion and Guide with love." Our school focuses on teaching with love and patience. We aim at guiding our students to be self-motivated and self-regulated as well as to become good citizens in the future.

Future Development

School Development Plan:

1. Equip students to be biliterate and trilingual as well as foster their effective communication skills.
2. Nurture students with positive values and good character traits.
3. Enhance students' learning performance by equipping them with computational thinking, logical reasoning, and problem-solving skills and arouse their interests in science and technology through minds-on and hands-on activities.
4. Develop students' potential and provide them opportunities to showcase their talents.
5. Enhance students' self-learning abilities, raise their interests of life-long learning and develop their 21st century skills to cope with the development of future society.
6. Establish a reading atmosphere and promote reading across the curriculum so as to enable students to acquire and apply different reading strategies.
7. Implement the "Power-up" Programme, the 3E Programme, with the employment of NETs and diversified activities to provide experiential learning experience.

Teacher Professional Training & Development:

We value teacher professional training and development. Various staff development seminars are arranged to promote teachers' teaching and counselling skills.

Others

Our school has established scholarships to commend students who have demonstrated outstanding academic performance, improvement, or exceptional performance in extracurricular activities. We also recommend students with potential to participate in external reward programmes. Students with excellent academic achievements may be recommended to participate in International Competitions and Assessment for Schools. Additionally, our school offers the TWGHs Board of Directors Examination Fee Subsidy Scheme, which encourages high-achieving students in English learning to participate in well-known external English exams. Furthermore, we have various internal reward programmes to encourage students to actively engage in learning and develop their potential.