



金錢村何東學校 Kam Tsin Village Ho Tung School

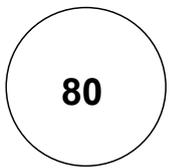
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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Hau Tim Kau	Ms. Ng Yuk Kei Cookie	Established	Aided Whole Day	Co-ed	Not Applicable
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					100%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Kam Tsin Village (School Board of Directors) Company Ltd.	Diligence, Thriftiness, Politeness, Righteousness	1954	Chinese	School Bus	About 6870 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
-	-	-	\$310, for making Student ID cards, name stamps and photo copying fees etc.	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
20	1	1	1	Basketball Court, Recreation Ground, Mobile Library (Opening Hours: Every alternate Monday 10:00 am – 1:00 pm) except public holidays.
Special Room(s)			Facility(ies) for Supporting Students with Special Educational Needs	
Multimedia Learning Centre, Music room, Medical care room, Counselling room, Parents-Teachers Association Room, Mobile Campus TV, Kids Steam Room, Room I Can, Room I Am, Ecological House.			Ramp, 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		23	Total number of teachers in the school			24
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	38%	82%	-	17%	83%

Class Structure

		P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year		No. of classes	1	2	1	1	2	3	10
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)		No. of classes	2	1	2	1	1	2	9
Mode of teaching at different levels		1. Pull-out classes in P.2-P.6 for certain subjects. 2. "Read & Write" Chinese Programme is introduced in P.1-P.3. 3. Tutorial Classes, In-class Support, Elite Mathematics Classes, Remedial Classes and Programs for the gifted are held to cater for student diversity.							
Remarks		-							

Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	2	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)	0	Number of exam(s) per year (P2 to P6 only)	2		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies					Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders					Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	1. Two Summative Assessments for P.1-P.5 and three for P.6. 2. There are Formative assessments for P.1-P.5 students once each semester. 3. Formative Assessments: Subjects include Chinese and English Dictation and Writing, General Studies, P.E., Visual Arts, Putonghua and Computer Studies.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	1. Mixed gender. 2. Streaming in certain levels. 3. Pull-out classes in P.3-P.6 for certain subjects.				

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:25 AM	3:25 PM	1:00 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Different kinds of healthy activities: Morning Exercise, Team Training, Taekwondo, Inter-house Activities, Sports Day, Activities for the elderly, Life education and different kinds of seminars etc. There are themed speeches shared weekly by teachers during morning assembly.		'Tuesday life education, classroom management activities and moral education activities', 'Wednesday extra-curricular activities' and 'Thursday subject-based activities' sessions are introduced to encourage students to have positive attitude and a healthy life style.		

Life-wide Learning

1. In order to develop students' potential to the fullest, more than twenty different kinds of activities are held on 'Tuesday extra-curricular activities' session.
2. Theme Days: Chinese Culture Day, Music Festival, Christmas and School Anniversary Celebration, Sports Day, School Picnic, Education Camp, Exchange Programme, Community Service, Summer Activities, etc.
3. Others: Flag-raising team, Scouts, Student Librarians, Prefects, Volunteer team.

School Mission

With 'children-centred' approach adopted, we provide all-rounded education. Self-directed learning and development of students' potential occur under a joyful environment. Our emphasis on moral education is never less than our pursuit of academic performance. We equip our students to be good citizens with both knowledge and integrity.

School Characteristics

School Management

School Management Organisation:

With the Incorporated Management Committee being the highest authority, the Principal is responsible for making decisions for general school affairs and leading different departments to ensure proper implementation of school policies and 'Learning and Teaching'.

Incorporated Management Committee / School Management Committee / Management Committee:

Incorporated Management Committee was established in 2008. It consists of 22 managers.

School Green Policy:

1. Garbage Classification.
2. Reusable utensils.
3. Successful application of The Environment and Conservation Fund: School Greening, Food Waste Recycling, Setting up a Hydroponic System, etc.

School's Major Concerns:

1. We have implemented a "Children-centred" approach. This encourages students to learn with determination for self-improvement and live with morality for a better future.
2. We are creating a caring and happy campus for all students. It takes a village to raise a child.
3. We are also keeping pace with the times by pioneering interdisciplinary education in Artificial Intelligence (AI).

Learning and Teaching Plan

Learning & Teaching Strategies:

1. We feature 'VILLAGE' as the direction of our children-centred education: V-variety, I-innovation, L-leadership, L-learning, A-active, G-giving, E-enjoyment.
2. Independent thinking and self-directed learning skills are developed through various kinds of diversified activities.
3. Teachers guide students' learning of knowledge and pursuit of truth as facilitators.
4. Professional support from outside school: A school-based curriculum is developed with the assistance from Colleges and Universities, Curriculum Development Institute and School-based Support Services of Education Bureau.
5. Introduce innovative technology to integrate Information technology/Artificial technology (AI) into teaching/learning and school-based curriculum.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Reading and learning across the curriculum: encourage students from reading to learn by developing different reading programmes including daily morning reading sessions.
2. Nurturing students' media and information literacy: through making use of information technology with school WiFi connectable in learning, multi-media centre use at recess so students have more opportunities to engage in learning activities, coding and e-learning programmes are launched.
3. Strengthening Values Education: have 'Children World' group promotes life education and class building, moral and civic education activities and community serving programmes in the afternoon lessons.

Development of Generic Skills:

In order to provide richer learning experience and to develop students' communication skills, collaboration skills, creativity, study skills, an interdisciplinary curriculum was designed and launched in every afternoon. Students' different generic skills are developed through life-wide learning, field trips, enquiry-based tasks, etc.

Cultivation of Proper Values, Attitudes and Behaviours:

1. We promote positive values and attitudes through our school-based children-centred curriculum with the elements of "VILLAGE".
2. Integration of discipline and counselling/ Emphasis on the role of class teacher/ Double class teachers/ Class management lessons.
3. 'Wednesday life education and classroom management activities', 'Thursday moral education activities' sessions and 'Community serving programme' are introduced to encourage students to have positive attitude and a healthy life style.

Student Support

Whole School Approach to Catering for Learner Diversity:

The Student Support Team is formed, including Principal, SENCO, Teachers, School-based Educational Psychologist, Speech Therapist and Social Worker, to holistically support SEN students. We adopt diversified and step-by-step teaching methods to accommodate students of different abilities. Teaching assistants are arranged to provide in-class support and assistance to certain students in need. In addition, tutorials, remedial classes, pull-out classes, gifted education classes, Maths elite classes, etc. are also provided.

Whole School Approach to Integrated Education:

We adopt 'Whole School Approach' to support students with special educational needs. All staff of the school acknowledge the responsibility of establishing an inclusive environment to cater for the needs of all students. It is accomplished by curriculum accommodation, remedial classes and classroom support, etc. School-based Educational Psychologist, School-based Speech Therapist and School Social Worker assist in different aspects to provide a holistic and professional assessment and treatment. We also provide diversified groups, specific training and inspiring visits so that students can grow positively.

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

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

Curriculum Tailoring and Adaptation:

Homework, dictation and assessment are adapted to facilitate students' demonstration of their learning outcomes. Levelled assignments are designed in Chinese, English and Maths. 'Read & Write' Chinese Programme is introduced in P.1-P.3. Textbook articles are tailored to suit students' need.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Parents-Teachers Association was established in 2001. Meetings, various workshops and parent-child activities are held regularly. A parent volunteer team is formed to help in lunch time and other school activities.

School Ethos:

We promote the integration of discipline and counselling to provide values, life and civic education. We aim to:

1. nurture students' sense of thankfulness;
2. develop students' sense of integrity, politeness and discipline;
3. establish good relationships between students and teachers and strengthen students sense of belonging to the school;
4. let students live out the four pillars of our school: Diligence, Thriftiness, Politeness and Righteousness.

Future Development

School Development Plan:

1. Promote "Children-centred Education" to develop positive cultural values.
2. Create a "Green ecological campus" with love.
3. Introduce innovative technology to integrate Information technology/Artificial technology (AI) into teaching and learning.

Teacher Professional Training & Development:

1. Three teacher development days are arranged annually.
2. Teachers participate in different kinds of seminars, workshops and other programmes.

Others

1. Sister Schools Exchange Scheme.
2. Overseas Study tours.