



將軍澳官立小學 Tseung Kwan O Government Primary School

Hau Tak Estate, Tseung Kwan O, N.T.

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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. HUI Chi Fung	Ms. Wong Fung Ha	Not Applicable	Gov't Whole Day	Co-ed	Not Applicable
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Government	Diligence, Integrity, Simplicity	1993	Chinese	School Bus; Nanny van	About 5000 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
Tseung Kwan O Govt Secondary School, Homantin Govt Secondary School, Jockey Club Govt Secondary School, Kwun Tong Kung Lok Govt Secondary School			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Pledged School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$40	School-based Management Fee \$300	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
English Room, Music Room, Visual Arts Room, Computer Room, Library, Multi-purpose Room, Creative Technology Room, Multi Media Learning Centre, Chinese Culture Learning Centre, School Library, STEAM Space.				Ramp, Accessible lift, Accessible toilet, Accessible public information / service counter and Visual fire alarm system.

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

Number of teaching posts in the approved establishment			43	Total number of teachers in the school		47
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	96%	24%	67%	-	20%	80%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year		No. of classes	2	3	4	3	5	5	22
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)		No. of classes	3	2	3	4	3	5	20
Mode of teaching at different levels	The introduction of pre-lesson and extension activities, help pupils learn actively and cultivate their self-directed learning skills. Through STEM exploration experiences, pupils learn to solve problems and be creative, and to engage in high-order thinking. Also, the application of e-learning provides immediate feedback which enhances the effectiveness of learning.								
Remarks	-								

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		0	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		1	Number of exam(s) per year (P2 to P6 only)		2		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							No
Diversified Assessment for Learning	No written tests or exams will be conducted in P1 in the whole school year. Apart from paper-and-pen examinations, various modes of assessment are incorporated into multi-dimensional classroom learning. Descriptive feedback is perceived as an indispensable element in the learning and teaching cycle.						
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	Promotion to P2 will be on random basis, whereas promotion to P3 to P6 will be based on pupils' academic performances. The first two batches will be allocated to classes A and B, while the rest will be allocated to classes C.						

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	8:20 AM	3:15 PM	1:00 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. Healthy Life School Plan, e.g. "Eat Smart School Accreditation Scheme", Bright Smiles Campus Programme, Joyful Fruit Day, promote students' healthy habits etc. 2. Teacher Training. 3. Educational Visits. 4. Healthy Eating Promotional Activities.		Lunch Monitoring Team is set up to help promote students' healthy diet.		

Life-wide Learning

Whole-person development activities after lunch from Monday to Friday:
Monday and Tuesday: STEAM education / cross-curricular project studies / biliterate and trilingual activities / reading activities
Wednesday: extracurricular activities
Thursday: Values education / service learning / growth and life planning
Friday: All-round cultural, sports and arts activities / elite enhancement classes and school sports teams
Saturdays: our school offers a variety of interest classes for students to participate freely.

School Mission

We are committed to implement whole-person education to provide students with quality education service. With dual emphasis on developing a diversified curriculum and fostering multi-dimensional thinking, we guide students to respect cultural diversity and cultivate their aesthetic sensitivity and nurture them to possess intelligence and virtue, effectiveness in communication, dedication to service and audacity of innovation.

School Characteristics

School Management
School Management Organisation: Formed by the School Management Committee, School Head, Deputy Head and Administrative Units.
Incorporated Management Committee / School Management Committee / Management Committee: School Management Committee: Includes Chairperson, School Head, 2 teachers, 2 parents and 2 community members.
School Green Policy: A holistic school-based environmental education programme – Green School Scheme has been promoted at school. Through a cross-curriculum approach, students learn the knowledge and skills about environmental protection in different subjects and consolidate their knowledge through daily application. Students share green tips with their family and advocate environmental protection in community. Some schemes and activities organized by environmental protection organization, gives students a basic understanding of nature and the relationships between humans and the environment. The purpose is to encourage students' concern for the environment and sustainable development so that they can bear the responsibility of environmental conservation. Students are encouraged to practice green living.
School's Major Concerns: 1. Promote students' physical and mental health, and establish a positive life outlook. 2. Optimize the curriculum and learning activities of various subjects, continuously enhance the teaching and learning effectiveness of teachers and students, and implement the popularization and diversification of gifted education.
Learning and Teaching Plan
Learning & Teaching Strategies: 1. There are personal growth and life planning classes in P1 to P6 so that students can understand themselves, develop positive values and a good attitude towards learning and life, and prepare for their secondary school studies. 2. Use e-learning and high-order thinking strategies to train and cultivate students' self-directed learning attitude and high-order thinking ability, so as to enhance the effectiveness of learning and teaching. 3. Implement interdisciplinary studies. Interconnection and coordination of knowledge across different learning areas. Students conduct research in groups, and then report and share their findings. 4. Establish sister-school partnership with Shamian Elementary School in Liwan District, Guangzhou, to foster school exchanges.
Development of Major Renewed Emphases of the Primary Education Curriculum: Promote values education as well as moral, civic , national and national security education; create space for learning by making good use of school hours to promote the physical and mental development of students so as to enrich their all-round learning experiences and promote whole-person development in them. In addition, measures are taken to cater for the diversity of students, strengthen STEAM education, cultivate students' multi-media and IT literacy, strengthen cross-curricular learning and reading across the curriculum (RaC), develop lifelong learning capabilities, improve assessment literacy, and enhance learning and teaching effectiveness.
Development of Generic Skills: Generic skills are the foundation of learning. Our school develops students' nine generic skills (i.e. collaboration skills, communication skills, creativity, critical thinking skills, information technology skills, numeracy skills, problem-solving skills, self-management skills and study skills) through interdisciplinary studies and life-wide learning activities, in order that students will be able to combine knowledge, skills and attitudes through practice.
Cultivation of Proper Values, Attitudes and Behaviours: Integrate correct values and attitude into the teaching and learning of various learning domains and subjects in an "organic" and "natural" way, nurturing students' positive and proactive life attitudes at the levels of knowledge, emotions, and actions. This process helps them, at different stages of growth, to recognize the values involved when faced with challenges, make objective analysis and rational judgments, and put them into practice to confront the various challenges in their future lives.
Student Support
Whole School Approach to Catering for Learner Diversity: Early identification in P.1, curriculum and assessment accommodation follow-up with after-school classes and remedial classes to cater for learning diversity.
Whole School Approach to Integrated Education: Our school adopted the whole school approach to cater for the SEN students. Each student does have equal opportunity to learn and fulfill their full potential. Support for SEN students: 1. Homework accommodation 2. Transfer information of students with SEN to Secondary schools 3. Speech therapy.
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. After-school Chinese remedial class is provided to the non-Chinese Speaking student if necessary.
Curriculum Tailoring and Adaptation: Adaption of learning materials for more able and less able students. Based on students' developmental and learning needs, develop an appropriate curriculum to enhance effective learning.
Home-School Co-operation and School Ethos
Home-School Co-operation: To foster parent-school cooperation, parents are invited to participate as volunteer workers in school activities such as parent-child workshops, giving out presents to students at Christmas party, decorating the school at Christmas and Chinese New Year, ordering and giving out souvenirs to P6 graduates, and participating in parent volunteer group, etc.
School Ethos: 1. Improve students' sense of belonging to the school through activities such as subject ambassadors, outstanding student elections and outstanding student helper elections. 2. Establish different service and uniform teams to cultivate students' positive values such as sense of responsibility, law-abidingness, caring for others, diligence, perseverance, etc. 3. Through the reward and punishment system, students can have opportunities to improve their academic, behavioural and service performances. 4. Through weekly assemblies, service learning, growth and life planning classes, students' correct and positive attitudes and concepts of healthy living are gradually cultivated.
Future Development
School Development Plan: 1. Promote students' physical and mental health, and establish a positive life outlook. 2. Optimize the curriculum and learning activities of various subjects, continuously enhance the teaching and learning effectiveness of teachers and students, and implement the popularization and diversification of gifted education.
Teacher Professional Training & Development: Geared to the main concerns in the Yearly School Development Plan, the school chooses the relevant topics and organizes appropriate activities for teacher professional training. Experts and professional bodies are invited to organize workshops jointly with the school. The ultimate aim is to build up the synergistic relations among teachers as well as the professional community of practice.
Others
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