



School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Dr. Chan Pik Wa, Gloria	Ms. Kwan Yuk Fun	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					100%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Government	Be a moral person and embrace learning	1958	Chinese	-	About 4112 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
Tsuen Wan Government Secondary School, Homantin Government Secondary School, Kowloon Technical Secondary School, Jockey Club Government Secondary School				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
-	-	-	Learning material Fee (\$60)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	1	1	1	Electronic blackboard, Kinesthetic learning platform, Air purifier, Lift, etc.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
English Room, Computer Room, Visual Art Room, Music Room, Counselling Room, Multi-activity Room, Multi-purpose Room, Playroom, Campus TV, STEM Room.				Ramp and Accessible restroom.

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

Number of teaching posts in the approved establishment		44	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%	93%	34%	72%	2%	18%	80%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year		No. of classes	3	4	4	4	4	23
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)		No. of classes	3	3	4	4	4	22
Mode of teaching at different levels		Small class teaching is implemented from P.1 to P.6. Support service is provided for students with special educational needs.						
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)	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	In Primary One, there are totally three formative assessments in each academic year and no school examinations. For Primary Two to Six, there are three examinations instead. At all levels, students' knowledge, attitudes and skills will be comprehensively assessed through a variety of assessment methods, including practical assessments, project learning, group discussions and presentations.				
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	For P.1 and P.2, mixed ability grouping is implemented. For P.3 to P.6, class streaming is based on students' academic achievement, with elite classes and enhanced study groups.				

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	8:15 AM	3:15 PM	1:10 PM - 2:10 PM
Lunch arrangement	Healthy school life		Remarks		
Either provided by contract supplier or arranged by parents.	The school has established a healthy campus policy to allow students to develop healthy lifestyle habits. The school also participated in the "MVPA60 Award Scheme" and "EatSmartschool HK Campaign", and was again awarded the "Eat Smart School".		We focus on whole-person education that cultivates students' active "lifelong learning", advocates "one skill for life" and "a duty per student". Besides, constructing STEAM learning through developing "Butterfly Garden" and participating in the Green Mech Competitions are also stressed. The school also stresses on kindergartens-primary-secondary transition by launching Orientation Day and different programmes.		

Life-wide Learning

Activity groups, enhancement classes and after-school art classes, covering academic, physical education, art, thinking and skill training are set up. Uniform groups include Cub Scouts, Brownies and Flag Raising Team. Featured groups include orchestra and music ensembles, Community Youth Club, Junior Police Call, Student Environmental Protection Ambassadors and Little Journalists. Other activities include Sports Day, school picnic, educational visits, education camps and overseas study tours.

School Mission

The school is devoted to providing universal education and creating a pleasant and enjoyable learning environment for whole-person education.

School Characteristics

School Management

School Management Organisation:

The school-based management is implemented. There are two vice principals and twelve administrative streams to plan and implement school policies.

Incorporated Management Committee / School Management Committee / Management Committee:

The School Management Committee monitors and promotes school development.

School Green Policy:

Pursuing green management, the school emphasizes equally on knowledge and practice. In addition to promoting environmental protection information, School Green Policy is adopted and supported by 'Greening the Campus Campaign' (e.g. setting up environmental planting area at school), energy saving programmes and recycling programmes.

School's Major Concerns:

1. Enhancing teaching and learning and continuously developing students' self-directed learning and inquiry skills.
2. Fostering a positive lifestyle and enhancing students' physical and mental well-being.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Based on the gifted teaching approach, metacognitive strategies, systematic thinking training, assessment literacy and student-oriented learning activities are implemented to enhance the effectiveness of learning and teaching.
2. To monitor students' academic progress and take appropriate follow-up actions, there are formative assessments for P.1 students (no examinations). Multi-learning assessments and examinations are given to P.2 to P.6 students.

Development of Major Renewed Emphases of the Primary Education Curriculum:

The school focuses on building morality, creating space and student learning as its main directions that align with the major emphases in the Primary Education Curriculum Guide. By launching different activities and arranging class time flexibly, all subject teachings are conducted in the morning session so that more time in the afternoon can be used to carry out a variety of life-wide learning activities such as STEAM education, extensive reading and moral education to foster whole-person development. The school also attaches great importance to cultivating students' media and information literacy, enhancing their assessment literacy, taking care of the diversity of students and structurally building their healthy lifestyles. Through organic integration, natural connection and multiple strategies, key points of school curriculum are integrated into the overall curriculum planning and implemented by inside and outside classroom and whole-school participation.

Development of Generic Skills:

The generic skills are developed through formal curriculum and extracurricular activities.

Cultivation of Proper Values, Attitudes and Behaviours:

Introduce seminars, workshops or diversified activities on positive-values to create an optimistic atmosphere for stakeholders of the school.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. Early identification of students' special educational needs.
2. School-based Educational Psychology Service and School-based Speech Therapy Service.
3. After-school learning support programme and curriculum adaptation.
4. Comprehensive Student Guidance Service.

Whole School Approach to Integrated Education:

The school uses learning support grant to recruit additional teaching assistants. Teachers work with various professionals such as school social worker, school-based educational psychologist and school-based speech therapist to provide support service for students in need. Homework and assessment adaptation are provided for students with SEN. Homework tutoring classes, interest classes and off-campus learning activities are arranged.

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; 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:

To address learners' diversity, curriculum adaptation and homework adjustment are implemented.

Home-School Co-operation and School Ethos

Home-School Co-operation:

1. Parents participate in school development through PTA, SMC and the Trading Operation Committee.
2. PTA Annual General Meeting, Parent-child Picnic, Parents' Interest Class, Talks/Seminars for parents and Parent-child activities are held.
3. Parents volunteer in various school activities and Parent-student paired-reading scheme.

School Ethos:

The school endeavours to nurture students to exhibit self-discipline and to love one another. Programmes are run to encourage students to actualise oneself and to build up confidence. Leadership programmes are organised for potential students. By serving the others, uniform group members can develop a sense of belonging and responsibility.

Future Development

School Development Plan:

1. Strengthen the interdisciplinary learning, extensive reading and electronic literacy.
2. Universal gifted education and universal quality education.
3. Nurture students' positive values, facilitate students' diversified development and comprehensive healthy growth.
4. Enhance students' comprehensive understanding of the motherland and reinforce students' national identity.

Teacher Professional Training & Development:

To align with school development plan, school-based training programmes are designed. Teachers are encouraged to attend external courses to enhance their professional development.

Others

Our school has been long-established since 1958 and has nurtured elites for the society with alumnus serving in different positions. To prepare our students for the future, we will continue to provide quality education to every student by addressing moral, intellectual, physical, social and aesthetic perspectives.