



香港中文大學校友會聯會張煊昌學校
C.U.H.K. F.A.A. Thomas Cheung 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. Yau Ying Sum	Ms. Chan Sze Wing	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					31%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Education Foundation Alumni Association of CUHK	To broaden one's intellectual horizons and to keep within the bounds of propriety	1987	Chinese	Nanny van	About 7000 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
-	-	\$30	\$400 for sanitary equipment and Parents App annual fee.	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
25	2	1	1	All classrooms are well equipped with interactive whiteboard and visualizer. There are also covered basketball court, orchard and vegetable garden.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Music Room, Visual Art Room, English Room, Computer Room, Conference Room, Remedial Room, Multi-purpose Activity Room, Creative Science Laboratory, School Campus TV, INNO-STEAM multi-purpose activity Room.				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			44	Total number of teachers in the school		51
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
96%	100%	53%	53%	6%	22%	72%

Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year			No. of classes	2	4	4	4	5	4	23
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)			No. of classes	2	2	4	4	4	5	21
Mode of teaching at different levels		Split class teaching and co-teaching to cater for learners' differences from P.2 to P.6.								
Remarks		Small class teaching								

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
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Diversified Assessment for Learning	Formative assessments including problem solving, practical activities and applications in Social Studies and Mathematics.				
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 based on English and Chinese results starts in Key Stage 2. Top 30 best students in English will be placed in Class A. Then the top 30 best students in Chinese will be placed in Class D.				

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	7:50 AM	3:20 PM	12:30 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	"Well-being Tuesday". Only one piece of homework will be given in each of the three subjects – Chinese, English, and Mathematics, allowing students to relax in the middle of the week. "Healthy Living Friday". All teachers and students will do the fitness exercise named "Ba Duan Jin" in the morning. Students are also encouraged to prepare fruits for lunch on this day, adopting sustainable living.		1. (Friday) With the early release of school at 2:20pm, students can take a rest or participate in extra-curricular activities while teachers can engage in more professional development events, enhancing the quality of education. 2. (Wednesday & Friday) Diverse learning period is established to allow students to explore and develop their own interest via other learning experiences, fostering whole-person development.		

Life-wide Learning

Diversified extra-curricular activities such as drum corps, Western dance, K-pop dance, rope skipping, sand painting, harp, taekwondo, choir, musical, elite athlete training, cub scout, girl guides, flag guards, e-orchestra and percussion band, etc are provided for unleashing students' full potential. On top of that, the school will annually organize various events including Sports Day, Talent Show, English Day, Chinese Cultural Day and Study Tour, etc.

School Mission

We intend to provide a child-centred and pleasurable learning environment for our students. Our mission is to inspire our students' potentials, and encourage them to strive for the best.

School Characteristics

School Management

School Management Organisation:

The School Management and Leadership Team is responsible for managing the school affairs and improvement; different administrative teams are led by executive heads and teachers to promote school development.

Incorporated Management Committee / School Management Committee / Management Committee:

An Incorporated Management Committee (IMC) has been set up, consisting of Supervisor, Sponsoring Body Manager, Independent Manager, Principal, Parent Manager, Alumni Manager, Teacher Manager. The IMC is responsible for the management, operation and development of the school.

School Green Policy:

Green education is actively implemented to arouse students' awareness towards environmental protection.
Energy-saving lighting, water-saving devices and motion sensor lights are installed.

School's Major Concerns:

- 1. Developing Innovation and Technology Education, nurturing internationally competitive talents.
- 2. Establishing Well-Being Education System, promoting whole-person development.

Learning and Teaching Plan

Learning & Teaching Strategies:

Small class teaching has been implemented with the use of different teaching and learning strategies in order to promote self-learning.
Students are encouraged to participate in different competitions so as to develop generic skills via diversified learning experiences. Reading lessons, Civic and Moral Education and Project Learning Week etc. are arranged regularly. Cross-subject life-wide learning activities are organized: English Day, Putonghua Day, Talent Show, Chinese Cultural Day and outings.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. Aiming to develop lifelong learning ability, we systematically train the reading skills of our students through the implementation of Morning Reading Scheme and Reading Award Scheme. To cope with the schemes, online reading platforms in both Chinese and English are also provided.
- 2. In order to cultivate students' media and information literacy, e-learning courseware and platforms are utilized in class to enhance the effectiveness of learning as well as teaching.
- 3. A "Project Learning Week" is arranged for students to develop various generic skills.
- 4. Promoting interdisciplinary courses of STREAM and A.I., cultivating the scientific exploration and innovation skills of students.
- 5. School-based moral and life education curriculum is implemented to reinforce students' values education.
- 6. Provide P.1 students with a programme of arts, music and physical activities to develop their potentials.

Development of Generic Skills:

Focus on communication, problem-solving, collaboration, self-management, critical thinking and creativity development.

Cultivation of Proper Values, Attitudes and Behaviours:

Coping with the development of school-based life education, "I-Shine" Award Scheme is implemented to build up students' self-management ability and to help them achieve the 12 qualities of a TCS student, including responsibility, propriety, filial piety, empathy, integrity, perseverance, diligence, abidance by the law, commitment, benevolence, respect for others, intelligence and unity.

Student Support

Whole School Approach to Catering for Learner Diversity:

Based on Epstein's TARGET domains, we have developed various strategies to enhance students' learning motive. Through early identification and intervention, we provide a multi-structured approach to support students with a variety of learning needs.

Whole School Approach to Integrated Education:

Our school adopts a whole-school approach to provide support to students with different learning needs. We offer school-based speech therapy service and Understanding the Adolescent Project (UAP) to cater for students' diversity, so as to strengthen their self-confidence and learning abilities. We also provide special arrangements in homework, dictation and examination for students with special education needs.

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

Our school provides additional support for NCS students to facilitate their learning of 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; and organising activities to create an inclusive learning environment in the school.

Curriculum Tailoring and Adaptation:

- 1. English Reading Workshop for Key Stage 2 is taught by NET.
- 2. School-based gifted programmes.
- 3. Reading strategies scheme.
- 4. School-based STREAM Education plans and innovation courses.
- 5. "A+ Programme" is implemented in P.1. Integrating English learning elements into arts education key learning curriculum, students are able to learn in a multi-disciplinary way with the collaboration of NETs.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The school values home-school co-operation. The Parent-Teacher Association (PTA), acting as a bridge between the parents and the school, has been established to reinforce mutual communication. There are two Parent Managers in the IMC, increasing the participation of parents in school development. Latest news of the school will be published regularly through e-Class Parent App and other social media.

School Ethos:

The school values the campus caring culture. We have been consecutively awarded the "Caring School" for fourteen years. Adopting the philosophy of "Discipline and Guidance as One Service", various schemes such as "School-based Self-improving Scheme" and "Shatin Pupils Ambassador Scheme" are implemented to enable students' self-perfection in terms of behaviour and character.

Future Development

School Development Plan:

2025-2028 Development Plan:

- 1. Fostering the spirit of scientific inquiry and innovative thinking of students.
- 2. Nurturing students' language proficiency and generic skills.
- 3. Promoting healthy lifestyles among students.
- 4. Cultivating positive values in students by grounding them in Chinese culture.

Teacher Professional Training & Development:

Encourage and organize professional development activities for teachers and co-organize the joint school teacher exchange program with other schools.

Others

- 1. Prizes to encourage students to improve themselves in various aspects.
- 2. School-based Native-speaking English Teacher (NET) Scheme is implemented. By employing multiple NETs, students' English learning environment is enhanced.
- 3. School-based phonics and reading programme, after-school storytelling and English speaking courses are provided to students in Key Stage 1.
- 4. Keys 2 Literacy Programme is implemented for P.4 to P.6 students.
- 5. English Drama Elite Class to provide language training for those students with potential.