



東華三院鄧肇堅小學 TWGHs Tang Shiu Kin Primary School

On Ting Estate, Tuen Mun, 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
Ms. Choi Ka Yee Crystal	Mr. Chung Ka Ming Kamins	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					92%
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	1981	Chinese (incl.: Putonghua) and English	School Bus	About 5000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-				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
-	-	\$80 (Charged once only)	\$450	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
32	2	1	1	All classrooms are well-equipped with air-purifiers, fan, heaters, air-conditioners, computers, interactive white boards and projectors.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Stadium, STEAM Lab, Distance Learning Classroom, Computer Assisted Learning Room, Library, Music Room/Dancing Room, Visual Arts Room, Remedial Teaching Rooms, Multi-purpose Room, Pet Home and Harmony Space.				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				55	Total number of teachers in the school		58
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%	31%	67%	17%	21%	62%	

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	5	5	5	5	5	30
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	5	5	5	5	5	30
Mode of teaching at different levels	1. The school implements small class teaching which emphasizes student engagement and peer interaction. 2. Activity-based teaching approach and cooperative learning is adopted to enable students to learn happily through games and activities. 3. Implement e-learning to support self-directed 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)	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	Three summative assessments per year, making greater use of the assessment for learning approach to enhance learning, i.e. project learning, presentation, daily assignment, dictation, quizzes and online assessments.				
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	All levels are divided into classes according to the average performance of students, and there are no elite classes. High levels students are streamed in English lessons according to their English language proficiency so as to preparing students to transit from primary to secondary I				

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	10	35 mins	8:10 AM	3:20 PM	1:00 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. Students have 100 minutes break per whole-day school. 2. The school participates in the School Physical Fitness Award for the sake of students' health. 3. Promote healthy eating, the school has been awarded as Eat Smart School under the "EatSmart@school.hk" Campaign (ESS Campaign).		The timetable is divided into a.m. and p.m. section. Core subjects i.e. Chinese, English, Mathematics, General Studies, Physical Education, Music, Visual Arts and Computer Literacy are arranged in the a.m. section. A great variety of activities like STEAM courses, aviation programme, Moral Education lessons and remedial classes are arranged in the p.m. section.		

Life-wide Learning

The school aims at nurturing students' multi-intelligence and provides a great variety of extra-curricular activities for them including academic activities: Cambridge English, English drama, Mathematical Olympiad etc.; music activities: string and wind orchestra, percussion music etc.; sports activities: football, swimming, ballet, Latin dance, Hip Hop etc.; social service activities: scouts, CYC etc.; art activities: watercolor painting, Chinese painting etc.; STEAM activities: young pilot scheme, coding, AI etc.

School Mission

School motto: 'Diligence, Frugality, Loyalty and Faithfulness'. We are committed to building a caring and cheerful school for students' success, achieving all-round development of students and enabling them to explore their full potential.

School Characteristics

School Management
School Management Organisation: Led by the principal and vice principals, the three school development committees cooperate to coordinate the school's administration, curriculum, development and student development.
Incorporated Management Committee / School Management Committee / Management Committee: IMC has been established for fifteen years, with committee members from the sponsoring body, teaching staff, parent and alumni.
School Green Policy: 1. Adopt a holistic Green Campus policy; 2. Invite organizations to the school to hold activities to promote environmental protection messages. 3. Encourage students to participate in various eco-friendly activities e.g. Planting ambassador, Shiu Kin Farmer.
School's Major Concerns: 1. Healthy Living & Positive Mindset 2. Enthusiastic Readers & Extensive Reading 3. Learning to Learn & Joyful Learning
Learning and Teaching Plan
Learning & Teaching Strategies: 1. Focus on developing the school-based English curriculum: Emphasise on building solid foundation, enrich English learning with extensive reading and various learning activities. Our school also stimulates students' interest in learning through Game Lesson, English drama and other learning activities. 2. Let our students learn joyfully, we would facilitate our lessons through small class teaching, group activities, group projects, game-based learning and theme based "Learning By Doing"(LBD). 3. Use e-learning tools and platforms to enhance students' learning effectiveness. 4. Computer programming courses, Artificial Intelligence cognition, flight Simulator courses develop students' logical and computational thinking abilities. 5. Develop students' interest in reading extensively and cultivate a habit of reading via different reading programmes and activities.
Development of Major Renewed Emphases of the Primary Education Curriculum: 1. P.1 to P.3 school-based Humanities curriculum is adopted the "Learning By Doing" curriculum to promote students' self-directed learning. Students' learning progress is assessed through project learning and student learning process and no examination. 2. Enrich students' learning experience through thematic learning, interdisciplinary learning, study tours and overseas exchange activities. 3. Integrate Chinese culture into cross-curricular learning during different Chinese festivals. For example, the "Chinese Culture Week" is held before the Lunar New Year. The school cooperates with external organizations to set up "Ji Gu Village" in the school. Students participate in different Chinese cultural activities, such as face-changing performances which is to understand traditional Chinese culture from multiple perspectives. 4. Integration of scientific research in school-based curriculum to foster innovation and problem-solving skills. And develop programmes of coding and AI in Computer Studies.
Development of Generic Skills: Our school offers 'Global Civic Education' to enhance students' critical thinking and research skills. We also cultivate pupils generic skills through scientific inquiry learning, STEAM education, Coding programming, cross-curricular activities, field trips and interschool competitions. We are committed to improve students' creativity, critical thinking and communication skills.
Cultivation of Proper Values, Attitudes and Behaviours: Our school places great emphasis on the cultivation of values and has designed a unique school-based moral education curriculum. The school has received The Outstanding Teaching Award for Moral Education from the Education Bureau for three consecutive years, which demonstrates not only our forward-thinking philosophy but also our successful implementation of moral education. We believe in the importance of national and state security education, positive education, and life education. Through diverse curriculum activities, we aim to enhance national identity, promote students' sense of well-being and resilience, and help students develop a proper understanding of life, as well as learn how to protect and respect life.
Student Support
Whole School Approach to Catering for Learner Diversity: 1. Implement school-based multiple intelligence activities to develop students' potential. 2. Encourage students to participate in competitions.
Whole School Approach to Integrated Education: 1. Establish Student Support Team (SST) to provide students with Specific support measures such as group trainings, remedial classes, homework arrangement, teaching arrangement and special assessment arrangement etc. 2. Arrange a school-based educational psychologist, a school-based speech therapist and school social workers to support students and parents.
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. Arrange the Reading Associated Teacher Programme and the Reading Group for building a solid foundation in the language.
Curriculum Tailoring and Adaptation: 1. Participate in curriculum co-planning projects organized by different universities and institutes to boost the effectiveness of teaching and learning and gifted education. 2. Enhance students' performance through nurturing various generic skills in the school-based curriculum. 3. Enhancement curriculum for gifted students. 4. Transition support and curriculum tailoring for primary one students and no examination in Semester 1 for helping them to adapt to the primary school life.
Home-School Co-operation and School Ethos
Home-School Co-operation: 1. Parent-teacher association regularly organizes parent-child activities to promote parent-child relations and parent-to-parent communication. 2. Parents' schools are organized to carry out parent education courses and strengthen parent education. 3. Establish a parent volunteer team to support teachers' teaching and assist students in their growth. 4. Establish a parent learning community to create a closer relationship between the family and the school, as well as to establish a network of mutual support among parents, and encourage parents to adopt a positive attitude to educate their children.
School Ethos: 1. We aim to encourage them to participate in school events so as to maximize their own potentials, promote their positive values, self-respect and the spirit of helping others. 2. We emphasize students' growth and take comprehensive care of students' physical and mental growth through whole-school participation. 3. We provide a wide range of preventive and developmental programmes catering for the developmental needs of all students from childhood to adolescence. 4. In addition, our school emphasizes classroom management; different kinds of inter-class competitions and rewarding schemes are launched. We hope to enhance the students' sense of belonging to school and strengthen the relationship among peers, teachers and students so as to cultivate a caring school culture.
Future Development
School Development Plan: 1. Healthy Living & Positive Mindset 2. Enthusiastic Readers & Extensive Reading 3. Learning to Learn & Joyful Learning
Teacher Professional Training & Development: 1. Based on the school concern of each year, the school introduces various school- based staff development activities. There are staff development days and some professionals from the education field are invited to provide school assistant services to enhance teachers' teaching and students' learning, so students' talents can be fully developed. 2. To enhance teaching effectiveness, collaborative lesson preparation periods, lesson observations, post-observation discussions, teaching sharing workshops, and specific professional development activities are organized.
Others
After the coronavirus outbreak, since 2022, students have travelled all over the world, including the United Kingdom, Finland, Canada, Australia, Denmark, Japan, South Korea and Austria; and they have also visited many places in Mainland for exchanges, including Beijing, Shanghai, Nanjing, Chengdu, Chongqing, Changchun, Shenyang and Hainan. This has broadened students' world vision and helped them understand the motherland.