



School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Supervisor Lee Christina Maisenne	Principal Yiu Wai Yu	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
New Territories Women & Juveniles Welfare Association Ltd.	Loyal, Filial Piety, Diligence, Honesty	1981	Chinese	Nanny van	About 4000 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		Pledged School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$30	\$350	Replacement Charge: Student transcript \$20; Library card \$20; Student pick up card for parents \$10

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	3	1	1	AI Sports Station, I-floor, botanical promenade, Nature Study Room, a koi pond, a track, horizontal rock-climbing wall, Speech Therapy Rm, Tuck Shop
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Innovative Technology Centre, Science Discovery Room, Inno-Tech Room, Campus TV studio, Music Room, Chinese Music Instrument Room, Chinese Learning Room, English Room, Maths Learning Room, Green kitchen, Social Worker Room, PTA office, etc.				Ramp, Accessible lift, Tactile guide path and Railings.

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

Number of teaching posts in the approved establishment				45	Total number of teachers in the school		46
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%	46%	68%	9%		28%	63%

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	2	3	4	4	4	21
Mode of teaching at different levels	We adopt Cooperative Learning and the Activity Approach in classroom teaching, with the support of E-Learning resources to enhance the teaching and learning effectiveness.						
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	Diversified modes of assessment, like Formative Assessment, Project learning, students' self-evaluation and parents' assessment, are adopted. Multimedia learning productions, like videos, audio-recordings and programming work, are used for assessing students' learning performance. Students keep Learning Logs and set Self-directed Learning Plans so that they understand personal learning progress.						
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	There is no streaming for P.1 to P.2 classes (Students with mixed learning abilities) whereas in P.3 to P.6 streaming according to students' needs and learning abilities						

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	8:00 AM	3:20 PM	12:50 PM - 1:45 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	EACT Jockey Club Active School, Physical Fitness Scheme is carried out. We initiate SportACT Award Scheme, Health Education and Jump rope for heart. The food supplier is requested to supply healthy meals for students every day.		In order to have good use of learning time and suggested time allocation as suggested by PEGG, we design new curriculum like Growth Education, Trans-disciplinary and Enrichment & Extension in everyday afternoon session. There is homework tutorial after lunch for P1-P6 students. On Fridays, school ends at 12:50pm and there are optional OLE activities for students to join. We have 3 recesses every day.		

Life-wide Learning

More than seventy groups, involving academic, arts and sports activities are organized. They include the Chinese orchestra, the Chinese Instrument Class, String Orchestra, Rhythm Music Class, Chinese dance, Latin Dance Class, English Puppetry, Rope Skipping Class, Dodgeball Training Class, Speed Stacks Class. Besides these, the school authority organizes Outdoor Learning Day. Students are always encouraged to join interschool competitions and performances, as well as annual school activities, such as Cross Curricular Day, Chinese Culture Day, STEM Day and Study Tours, etc.

School Mission

We strive to maintain a balanced development of the five aspects of ethics, putting equal emphasis on the cultivation of moral virtues, academic knowledge and extracurricular interests. We adopt the motto, 'Loyal, Filial, Industrious, Honest'. We prioritize the needs of students, making an effort to help them achieve their full potentials.

School Characteristics

School Management

School Management Organisation:

The Incorporate Management Committee monitors the routine operation of the school. The Principal supervises different administrative groups in their collaborative planning and execution of various policies, as well as promotes the school development.

Incorporated Management Committee / School Management Committee / Management Committee:

This comprises the Incorporated Management Committee, the School Management Committee and the Management Committee. The Incorporated Management Committee was established in 2008. It includes the sponsoring body managers, teacher manager, alumni manager, parent manager and independent manager.

School Green Policy:

We aim at initiating the 'Green Living' education, developing students' environmental protection awareness, guiding them to conserve energy and love plants, helping students to practise the Green Living. Green Lunch policy requires lunch suppliers to prepare meals on-site in the school's "Green Kitchen", which facilitates on-site meal portioning. Meals are served with reusable lunch containers to reduce the amount of waste generated.

School's Major Concerns:

- 1. Optimize diversified teaching and learning strategies to cater for learner diversity, enhance their learning motivation, and foster autonomous learning skills.
- 2. Promote Values Education to nurture students' physical, mental, and spiritual well-being.

Learning and Teaching Plan

Learning & Teaching Strategies:

Formative assessment is administered to assess students' learning in each learning module in the core subjects, so that students can review their learning progress. The school authority organizes fortnight activities for each core subject annually. Besides, subject activities like 'Morning Mingle', 'Reading Aloud Scheme', 'Maths games', 'Chinese poetry recital' and 'Let's speak Putonghua' and interacting section with plants and animals at "Nature Study Room" are carried out regularly. Student-centered teaching plans emphasizes cooperative learning, encouraging self-exploration and teamwork. It integrates knowledge from different subjects and emphasizes applying learning through practical projects and activities in real-world contexts. Technology tools and resources are used in teaching to enhance interactivity and engagement in learning, emphasizing high student participation and significant student display, as well as promoting students' learning efficiency.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Different modes of assessment is designed to serve the purpose of promoting students' learning. The school emphasizes reading promotion and organizes a variety of library-related activities to cultivate students' habit reading. In addition, the school continuously strengthen values education (including life education, national education, and national security education), make effective use of learning time and create space to promote balanced physical and mental development; life-wide learning experiences are being enriched to promote whole-person development; better catering for learner diversity; reinforcing STEAM education, and nurturing students' media and information literacy; strengthening cross-curricular learning and reading across the curriculum for developing lifelong learning capabilities; and enhancing assessment literacy for promoting learning

Development of Generic Skills:

The school places great emphasis on the development of students' generic skills through project learning, steam activities and cross curricular activities. We also stress on promoting students' self-regulated learning ability such as preparing the lessons beforehand, using reference books or surfing the Internet so that they can carry out self-learning and further their studies in future.

Cultivation of Proper Values, Attitudes and Behaviours:

Through lessons, morning assemblies, weekly assemblies, and diversified learning activities, we aim at establishing a positive school atmosphere and cultivating students' positive outlook on life.

Student Support

Whole School Approach to Catering for Learner Diversity:

Various enhancement courses like Mathematical Olympiad courses, Cambridge English courses, English Elite Classes, English Allstars, creative arts classes and school athlete teams and provided. The Early Identification and Intervention Programme for P1 Students with Learning Difficulties is carried out. From P.2 to P.6, pull-out classes and after-school tutorial classes are organized to cater for students learning diversity in English, Chinese and Maths learning.

Whole School Approach to Integrated Education:

The Student Support Team has been established to draw up plans and measures for helping students with special educational needs (SEN). The school authority has hired school-based Educational Psychologist, enhanced school-based speech therapy service and school social worker, as well as participated in the Student Mental Health Support Scheme to help students with SEN collaboratively. Teaching assistants provide support in class to help students focus on their studies. The school authority has also set up various types of counselling groups, with a view to helping students with SEN develop in various aspects like learning, self-care, emotional management, concentration control and sociability.

Curriculum Tailoring and Adaptation:

- 1. Set up gifted writing groups, debate groups, and various ball game classes to enhance students' potential.
- 2. Each subject adapts and tailors courses according to students of different levels and designs tiered assignments for different levels. For students with special educational needs, accommodations are provided in homework, dictation, and examinations, along with after-school homework support.
- 3. Early identification and intervention for students with learning difficulties.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The Parent-Teacher Association with the setting up of the Parent-Teacher Association Office in the school. The association members enthusiastically assist the school in planning and carrying out various types of activities. Every year, they trust and support the school by sending out volunteers amounting to 150 parents, in various annual parent-child activities initiated by the school.

School Ethos:

The Student Development and Values Education Teams are established to coordinate and oversee activities related to discipline, guidance, positive education, civic education, environmental education, and health education. Through various reward schemes, values education is comprehensively implemented.

Future Development

School Development Plan:

- 1.To optimize learning and teaching, developing students' self-directed learning ability and strengthening their learning capability and performance.
- 2.Introduce AI software and hardware to integrate into subject learning and fitness monitoring, allowing students to make good use of technology while also strengthening their physical fitness.
- 3.Curriculum integration, the implementation of comprehensive Growth education, enrichment courses, interdisciplinary courses and interest/talent courses to broaden students' horizons and extend in-depth on certain topics.
- 4. To keep in contact with the Education Bureau, universities and other education organizations, seeking partnership in carrying out subject-based programmes, so as to enhance teachers' professional expertise, as well as learning and teaching effectiveness.
- 5.To optimize learning and teaching, developing students' self-directed learning ability and strengthening their learning capability and performance.
- 6.To carry out Positive Education, nurturing students' positive outlook on life.
- 7.To initiate Gifted-education in order to realize students' learning potential.
- 7. The Chinese Language curriculum incorporates picture books, bridge books, novel studies, and drama-based teaching.

Teacher Professional Training & Development:

- 1.The school strengthens teachers' professional expertise by arranging collaboration among teachers in school, through co-planning and peer observation, as well as curriculum research, participating in programmes in partnership with various education organizations, school collaboration and join the school-based support services.
- 2. The school enhances the professional development of teaching staff in their respective disciplines.
- 3.To fulfill the areas of concern in the school development plan, the school encourages teachers to join professional development activities.
- 4.Teachers share and communicate with each other in the teacher professional sharing meeting to enhance the professional development of teachers.

Others

- 1.Students are supported to participate in various cultural exchange programmes in order to widen their personal perspectives and understanding of the world.
- 2.The school has set up awards and scholarships to reward students who excel in the moral, academic, arts and sports aspects, with a view to promoting students' all-round development which is an aim of the 'Student-centred' teaching ideology.
- 3.The School Sponsoring Body has established a Student Support Fund to sponsor low-income families, enabling their children to participate in activities and providing academic support or enhancement classes, ensuring that all students have equal learning and growth opportunities.
- 4.Joint-school activities, such as inter-school sports days and visual arts exhibitions, are organized in collaboration with schools and organizations under the same sponsoring body.