



School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Chiu Yiu Nin	Ms. Kwok Man Lai	Established	Aided Whole Day	Co-ed	Taoism
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
Hong Kong Taoist Association	Grasp Principles, Cultivate Virtues	1982	Chinese	School Bus	About 4486 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		-	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$20	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	Organic Garden, Fish Pond, Meeting Room, Reception Room, Collaborative Teaching Room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Information Technology Learning Centre, Music Room, Multifunctional Activity Centre, English Room, STEMaker Space, CampusTV, Aviation World, STREAM Playground.				Accessible lift and Speech Therapy Room.

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

Number of teaching posts in the approved establishment		30	Total number of teachers in the school		40	
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%	29%	71%	13%	20%	67%

Class Structure

							P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year							No. of classes	1	2	2	3	3	3	14
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)							No. of classes	1	1	2	2	3	3	12
Mode of teaching at different levels		Small class teaching for P.1-P.6. Remedial classes are arranged to cater for individual learner diversity.												
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	1. Formative assessments 2. Subject-based project learning 3. Self and peer evaluation				
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	Elite classes in P.5-P.6.				

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	8:00 AM	3:10 PM	12:35 PM - 1:30 PM
Lunch arrangement		Healthy school life		Remarks	
Provided by designated supplier and arranged by parents.		The Hong Kong Healthy Schools Award Scheme 2017: Healthy Schools Award (Silver) awarded by World Health Organisation (WHO) Western Pacific Region, CUHK. The School "Nutri-agent" Project, Morning Exercise, Eye Exercise, Recess Exercise, Joyful Fruit Day, Fitness Day.		1. After School Enhancement Programmes for students with marginal grades. 2. After School Care Programme and Homework Tutoring Classes. 3. After School Students Support Groups. 4. After School English Interest Groups. 5. Language Therapy.	

Life-wide Learning

1. By promoting diversified activities, students can participate widely through rich learning experiences, whilst cultivating their self-management habits.
2. By providing different kinds of intra-school activities, extracurricular activities and training opportunities, students' self-confidence and learning effectiveness are enhanced.
3. Through engaging students with unique potential, interests and abilities to participate in different competitions, students' learning needs are further optimised and met in a well-rounded curriculum. This also supports individual learner needs and a student-centred approach to learning.

School Mission

Our vision is to provide within a nurturing and stimulating environment a well-balanced Taoist education. In accordance with our motto "Grasping Principles, Cultivating Virtues", we are dedicated to developing students into responsible, knowledgeable and compassionate citizens. Through the all-round moral, intellectual, physical, social and aesthetic development, students are imbued with sound moral values and remarkable academic achievements in holistic education.

School Characteristics

School Management

School Management Organisation:

Incorporated Management Committee manages our school and formulates school policies. The principal is authorised to administer the school.

Incorporated Management Committee / School Management Committee / Management Committee:

Incorporated Management Committee was established on 31st August 2007.

School Green Policy:

1. Set up waste recycling bins and Each class has an environmental protection ambassador.
2. Participate in the "Solar Harvest" Solar Energy Support Scheme organized by the Electrical and Mechanical Services Department.

School's Major Concerns:

1. Diversified Learning and Teaching Approaches: Enhance students' learning effectiveness through diversified learning and teaching methods.
2. Strengthen Civic and Moral Education: Cultivate positive values in students by emphasising citizenship and character education.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Create an English-immersive environment to enhance students' interest and proficiency in the language.
2. Promote STREAM (Science, Technology, Reading, Engineering, Art, and Mathematics) education to foster creative problem-solving skills.
3. Develop self-directed learning abilities to encourage active learning and independent inquiry.

Development of Major Renewed Emphases of the Primary Education Curriculum:

To promote development of 21st-century talents and good citizenship, subjects are integrated and organically connected. (1) The English department has 4 Native-speaking English Teachers (NETs) to endorse curriculum reforms at all levels and collaborate with the GS Department to design STREAMaker Projects. (2) Interdisciplinary project exploration is implemented at various levels, using the "POE Trilogy" approach (Predict, Observe, Explain) as an inquiry-based learning strategy, enabling students to acquire knowledge and skills through hands-on experiences. Extensive reading is emphasised to foster creativity, collaboration, and problem-solving abilities. (3) Throughout the academic year, school-wide moral education thematic activities are conducted, complemented by corresponding subject area teaching content, aiming to cultivate students' positive character traits.

Development of Generic Skills:

Science and technology and project studies in various subjects; enhance mathematical problem-solving abilities; information literacy awareness; group learning and collaborative activities; further develop biliteracy and trilingualism.

Cultivation of Proper Values, Attitudes and Behaviours:

1. Enhance awareness of Chinese culture to foster a sense of national identity.
2. Optimise civic education to enhance core citizenship values.
3. Strengthen collaboration between parents and schools to enhance parent-child relationships.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. Enhanced remedial teaching groups as well as counselling teaching groups are established. Additionally, after-school tutoring and various support programmes are provided.
2. Small-class teaching and cooperative learning are implemented to cater for the diverse learning needs of students.
3. To support newly arrived students in Hong Kong, the school offers adaptation programs, including English tutoring, personal growth lessons, and outdoor community exploration activities.

Whole School Approach to Integrated Education:

The team oversees teaching and homework adjustments, along with subject support and small group teaching for various selected subjects. Our teachers are skilled at adapting plans for teaching and homework, which take into account individual pupil needs. Intervention groups are organised according to pupils' needs and resource availability. Our school includes Enhanced School-based Speech Therapy Service, Individual Education Plans, concentration and sensory training, fine motor skills training, and social and emotional support training. We also provide parent talks and workshops. The team liaisons with school-based educational psychologist provided by the EDB and external agencies to target the needs of SEN students and provide relevant adjustments effectively.

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

Our school provides additional support for NCS students to facilitate their 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 our school uses Putonghua to teach Chinese in all classes / groups at certain levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc.. Chinese language learning interventions are organised after school according to resources available.

Curriculum Tailoring and Adaptation:

Tailored curriculum and adaptation according to our students' individual abilities to suit any learner diversity.

Home-School Co-operation and School Ethos

Home-School Co-operation:

1. A Parent-Teacher Association (PTA) is established, and regular meetings are held to promote collaboration and communication between the school and families.
2. The school organizes various parent-child activities such as family trips and fun days to enhance communication between parents and their children.
3. A parent volunteer team is in place to assist with large-scale school events such as English Day, Chinese Culture Day, and Sports Day, fostering a harmonious and close home-school partnership.
4. Conduct parent education courses, seminars, and workshops to encourage parental participation and encourage continued self-enhancement.

School Ethos:

1. Emphasis on quality student care, commitment, empathy and prudence.
2. Carry out school-based counseling activities to cultivate students' good moral character.
3. "Good Student Award Scheme" promotes students to strive for good moral and academic performance as well as maintaining good physical fitness.
4. Multiple Student Service Teams which allow students with different strengths and abilities to help and support each other.

Future Development

School Development Plan:

Chinese: Primary One "Picture Book Teaching"; Primary One to Three "Integrated Chinese Teaching in Putonghua," and school-based tiered support teaching.

English: "Tailor-made and Unique" English learning process, as well as school-based phonics, and reading and writing programmes.

Mathematics: Primary One and Two "Picture Book Teaching" and problem-solving strategies.

General Studies: Implementation of STREAM activities, life skills lessons, and cross-curricular learning; Introduction of aerospace and VR courses. Primary One and Four "Primary Humanities" and "Primary Science".

Moral Education: School-based thematic activities and moral education.

Visual Arts: Thematic unit teaching.

Information Technology: Programming lessons and collaboration with Hong Kong Baptist University on the "Code for Joy" programme.

Physical Education: Martial arts classes and promotion of emerging sports.

Music: Chinese orchestra, school-based musicals, and Cantonese opera appreciation and learning.

Putonghua (Mandarin): Paired reading in Chinese and Putonghua, along with phonological awareness teaching.

Teacher Professional Training & Development:

We continually strive to meet the needs of school-based development by creating space for teachers to continue professional development activities through courses and class observations. At the same time, teachers have expanded their teaching horizons and repertoires through participating in teaching research programmes. Moreover, our school promotes increased collaborative opportunities through teacher sharing and lesson planning in order to optimize learning and teaching.

Others

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