



保良局何壽南小學
P.L.K. Stanley Ho Sau Nan Primary School

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34

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Lai Wai Lin	Ms. Chan Tsz Ha	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					86%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Po Leung Kuk	Love, Respect, Diligent, Integrity	1971	Chinese (incl.: Putonghua) and English	School Bus	About 6000 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
Po Leung Kuk No.1 W. H. Cheung College				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	\$450	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	Standard Basketball Court, Standard Badminton Court, Green Landscape.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Computer Rooms, Guidance Activity Room, Innovative STEM Lab, Language Room, Student Activity Center, Multi-purpose Room, Conference Room, Reading Room, Guest Room, Music Rooms, Art Room, Campus TV Studio, etc.				Accessible lift, Accessible toilet and Tactile guide path plan.

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

Number of teaching posts in the approved establishment		58	Total number of teachers in the school		59
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
98%	98%	55%	72%	3%	33%
				10 years or above	64%

Class Structure

							P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year							No. of classes	5	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	5	30
Mode of teaching at different levels		Class streaming is adopted in P.4. For catering learners' diversities and students with special needs, teaching assistants are provided for some classes from P.1-P.6 We also provide pre-class study guidance for the main subjects of P.6.												
Remarks														

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
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	Other than formative and summative assessment, project learning and diversified assessment formats are used to assess students' multi-intelligence. Additionally, a mock examination will be conducted for P.1 at the end of the first semester.				
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	In Primary 1, Chinese is taught in Cantonese. In Primary 2 to 6, Chinese is taught in either Putonghua or Cantonese. The streaming arrangement starts from Primary 4 according to students' academic performance.				

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	3:30 PM	12:40 PM - 1:45 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and brought by students.	We have joined "Joyful Fruit Month", "Bright Smiles Campus", "Po Leung Kuk Positive Education Schools" programme and "4Rs Mental Health Charter".		Students have their lunch at school. They can enjoy programmes produced by the campus TV as well as music. During lunch recess, students participate in different activities such as Reading, Storytelling, Movie Show, National Education activities, STEAM in school (SIS) activities, Music activities and Sports, etc.		

Life-wide Learning

Mandarin Crosstalk, Orchestra, Percussion Band, Handbells, Choir, Folk Song Group, Chinese Flute, English Drama, English Puppetry, English Cantonese Opera, Hip Hop, Chinese Dancing, Unicycle, Swimming, Athletics, various Ball Games, Fencing, Scouts, Red Cross, Junior Police Call, CYC, Chinese Martial Art, Dragon dance, Cheerleading, Debate Team, Art, Coding, Drone, etc.

School Mission

Our school emphasizes on educating the young, nurturing their morality and helping them to achieve "Cognitive, Aesthetic, Social, Physical and Moral development". Our students are therefore encouraged to engage in community service which fosters their values towards their national identities as well as having open and growth mindsets.

School Characteristics

School Management

School Management Organisation:

Incorporated management committee → Principal → Executive Team for carrying out school policy and curriculum reforms.

Incorporated Management Committee / School Management Committee / Management Committee:

An Incorporated Management Committee was set up to lead and to manage the school.

School Green Policy:

The aim of our environmental education is to raise students' awareness of protecting the environment. With the support of organisations such as the Environmental Campaign Committee, Environmental Protection Department, Hong Kong Productivity Council and Vocational Training Council, our school has implemented various programmes that help to increase students' awareness. We also believe that engaging stakeholders will enhance students' learning experiences and the impact of environmental education in our school. We engage parents as volunteers in "Little Gardener" extracurricular activity.

School's Major Concerns:

To optimize school-based assessment policies
To create a healthy campus environment
To cultivate proper values and attitudes

Learning and Teaching Plan

Learning & Teaching Strategies:

We propose diversity learning. Other than systematically put multi-intelligence as part of our curriculum, we also engage students in various activities during ECA, project learning and theme-based learning.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Values education (including life education, national education and national security education) is integrated into the curriculum to develop student' positive attitude and national identity. Students participate in a variety of learning activities such as sports, arts, language, and innovative technology. STEAM education is also reinforced through school-based project learning and extra-curricular activities.

Development of Generic Skills:

Through the use of e-learning platforms such as Google Classroom and Padlet, we cultivate students' abilities in self-directed learning and use of information technology. Through hands-on classroom activities, we cultivate students' generic skills, such as collaboration, creativity, critical thinking, problem solving and communication.

Cultivation of Proper Values, Attitudes and Behaviours:

Our school focuses on cultivating the 12 core values set by the Education Bureau. Through various programs, curriculum design, moral education classes, and disciplinary activities, we strive to nurture proper character and ethical values in students. Our curriculum also incorporates national education elements to foster students' national identity. This enables them to contribute and fulfill responsibilities towards their families, communities, the nation, and the world.

Student Support

Whole School Approach to Catering for Learner Diversity:

Promote all teachers to adopt a 3-tier intervention Model to take care of students with different learning styles. Adhering to the five basic principles of "early identification", "early support", "whole-school participation", "home-school cooperation" and "cross-sector collaboration", we coordinate with each other in culture, policies and measures, so students can gradually become independent, adaptable and self-taught. Teachers are regularly trained with professional knowledge. Talks and seminars are regularly conducted for parents.

Whole School Approach to Integrated Education:

Our Students Support Team, which is comprised of the Special Educational Needs Coordinator, Special Educational Needs Support Teacher, Curriculum Development Leader, Guidance Leader, School-based Speech Therapist, School-based Educational Psychologist, School-based Social Worker Team and Teaching Assistants, makes use of the Learning Support Grant, School-based Speech Therapy Service and Grant for Supporting Non-Chinese Speaking Students with Special Educational Needs to implement the Whole School Approach to Integrated Education.

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; 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. Providing support programmes in learning Chinese during Tutorial Period.

Curriculum Tailoring and Adaptation:

Through policy to cater for individual learning needs: P.1 Adaptation Course, Preparation for Secondary School Course, School-based Gifted Learners Project

Home-School Co-operation and School Ethos

Home-School Co-operation:

Parents Teacher Association provides activities and workshops for our parents and students. It enhances parents' spiritual health as well as home-school communication.

School Ethos:

Through diverse moral education activities, our school nurtures students' positive values and attitudes. Furthermore, we adopt a multifaceted approach to foster a positive and healthy campus atmosphere, enabling students to achieve holistic well-being and growth.

Future Development

School Development Plan:

1. To carry on having 2 classes in each level to use Putonghua as a medium of instruction when teaching Chinese Language in P.2-P.6.
2. To implement co-operative Learning Approach.
3. To promote STEAM education.
4. To promote experiential learning courses for P.1-P.6.
5. General Studies will be split into Primary Humanities and Primary Science in P.1 and 4 from 2025-26, P.2 and 5 from 2026-27, and will be fully implemented in all six grades in the 2027-28 school year.

Teacher Professional Training & Development:

All English and Putonghua teachers have reached professional standards. 28% of our teachers have been awarded The Award of Po Leung Luk Contribution. 15% of our teachers got the Chief Executive's Award for Teaching Excellence. 15% of our teachers got the awards from different aspects.

Others

1. Mainland sister school scheme (Shenzhen, Shanghai, Wuhan, Zhengzhou, Kunming, Zhuhai, Guangzhou, Heyuan), "Mainland Exchange Programme for Junior Secondary and Upper Primary Students" of EDB, overseas study tours.
2. A number of scholarships are provided to encourage students striving for the best.