



天水圍循道衛理小學 Tin Shui Wai Methodist Primary School

Phase 1 Area 31, Tin Shui Wai, 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
Mr. Wong Yuk Chee	Ms. Chung Kwan Ling	Established	Aided Whole Day	Co-ed	Protestantism / Christianity
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					45%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Methodist Church, Hong Kong	Follow God's path, love thyself and others. Dedicate with passion, inspire potential	1999	Chinese (incl.: Putonghua) and English	School Bus	About 5835 Sq. M
Through-train Secondary School			Past Students' Association / Alumni Association	Yes	Parent-Teacher Association (PTA)
Tin Shui Wai Methodist College					
4Rs Mental Health Charter	-	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	\$450 (Air-conditioning fee not subsidized by the government and non-standard items)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	Tin's Wonderland, Bus by the Garden, Hydroponic Garden, Rooftop Terrace, Basketball Court, Sustainable Energy Rooftop etc.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Mini Hall, Library, Art Gallery, Multi-purpose Room, STEAM Lab, Visual Art Room, Music Room, Counseling Room, Speech Therapy Room, Boardgame Wonderland, Science and Technology Innovation Centre, Tin's Lab, Flight Simulator Classroom, PTA Room etc.				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				56		Total number of teachers in the school		72	
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%	37%	64%	40%		14%		46%	

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	We believe all students have their own talents and potential. They can all shine when chances are given. Different kinds of supports are provided to cater individual learning needs. And with the benefits of small class teaching, students are encouraged to actively participate in learning activities. Their learning outcomes are shown in different ways to cultivate the sense of achievement.						
Remarks	1. Cooperative learning 2. Small class teaching mode 3. Thriving language-learning atmosphere 4. Cross-curriculum activities with experiential learning approach 5. Enhancement programme for bright students 6. Remedial classes after school						

Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	1	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)	2		
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	Various kinds of assessments such as module assessments, booth games and projects are used as formative assessments. No exams are held during the first term in P1. Comments and suggestions are given in the academic reports of lower forms instead of grades in order to give a more precise picture of students' performance. Students' work is collected to show their learning progress as well.				
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	P.1 - P.3 average placement; P.4 - P.6 ability grouping (Chi. Eng. Maths).				

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	30 mins	8:00 AM	2:45 PM	12:35 PM - 1:35 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Our school promotes a healthy lifestyle through balanced diet and regular exercise. We have an "Active Zone" for students to do exercises during recess. We also participate in Education Bureau sports programmes, offering diversified activities to help students achieve 60 minutes of daily moderate-to-vigorous exercise for their well-being.		Various kinds of multi-intelligence lessons and extra-curricular activities are provided at school in order to develop students' potential. (e.g. Sports, Arts, Music, Drama, Science & Technology, Social Service, English Fun Club, etc. The 3-tier model of gifted education is applied to provide structural trainings. 6 NETs also provide interests and elite classes to motivate and enhance students' English learning.		

Life-wide Learning

We emphasize experiential learning, with cross-disciplinary curriculum activities designed for each form to allow students to apply their knowledge in real-world contexts. Each form also has specialized courses, which integrate STEAM and service-learning, life education, and creative programs. Additionally, we arrange overseas exchange programs for all upper primary students to foster independence, resilience, and global awareness, enabling them to connect with pen pals from around the world.

School Mission

Developing holistic education through the spirit of God; Nurturing fruitful life by preaching the gospel.

School Characteristics

School Management

School Management Organisation:

The administrative structure is formed according to the school-based educational aims and development for school management. A self-evaluation culture is cultivated and data of questionnaires are used for enhancing learning and teaching.

Incorporated Management Committee / School Management Committee / Management Committee:

The Board of Directors is formed by the representatives of teachers, parents and the appointed members of the Church.

School Green Policy:

We promote environmental protection by implementing air-conditioning usage guidelines and appointing "Resource Ambassadors" to manage classroom resources. It also actively cultivates students' habits of reducing waste and maintaining regular recycling practices. We actively foster students' connection with nature through grade-level field studies, cultivating their awareness of environmental conservation.

School's Major Concerns:

1. Promoting values education to cultivate students' virtues (empathy, responsibility and diligence)
2. Strengthening self-learning habits to enhance students' learning capacity (motivation, capability and perseverance)

Learning and Teaching Plan

Learning & Teaching Strategies:

Emphasizing Language Proficiency

The school prioritizes students' language development. Reading-based learning is essential for both Chinese and English learning. This approach enables students to acquire reading strategies and linguistic knowledge through engaging texts.

Immersive Language Contexts

Chinese is taught in Mandarin to strengthen oral proficiency. Six full-time native English teachers establish an interactive and engaging English learning atmosphere and environment.

Focus on Thinking skills

Thinking tools are integrated into Mathematics and Humanities subjects to develop higher-order cognitive skills.

Innovative Science Curriculum

As a pioneer in STEM education, the school has designed a dedicated Science program to nurture students' curiosity and scientific inquiry skills.

Blended Learning Model

Our blended learning model combines e-learning preparation, collaborative classwork, and structured assignments, supported by unit-based formative assessments for progress tracking.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Our school has carefully designed a daily schedule that maximizes student development. In the morning, students focus on core academic subjects, with special emphasis on building three key learning competencies: motivation (fostering a genuine love for learning), capability (developing essential academic skills), and perseverance (cultivating resilience to overcome challenges). This academic time timetable enables students to focus on building a strong foundation in key subject areas.

The afternoon is dedicated to our unique specialized curriculum that develops all-rounded, future-ready individuals. Our afternoon program includes reading classes that build crucial information literacy skills for the digital age; life education courses about important values and national identity; creative programs that nurture multiple intelligences and diverse talents, and thematic learning projects specifically designed to develop essential 21st century skills.

Development of Generic Skills:

Design a framework of performance indicators for each cross-curricular theme in order to develop students' nine generic skills systematically. In lower grades, the focus is developing their collaboration skills, creativity, self-management skills and communication skills. For higher grades, the emphasis is on developing their numeracy skills, problem-solving skills, and study skills. Through different learning tasks, students have chance to apply these generic skills. A reflection session is included to allow stakeholders to appreciate and evaluate students' performance.

Cultivation of Proper Values, Attitudes and Behaviours:

We aim at advocating positive psychology in education to help students develop their virtues and personal strengths. We are also devoted to parent education for improving parent-child relationships in order to help students establish good behaviours.

Student Support

Whole School Approach to Catering for Learner Diversity:

Small class teaching method is adopted and different supportive services are provided for SEN and gifted students

Whole School Approach to Integrated Education:

Whole school approach is adopted. Student Support Team (teachers, school social workers and School-based Speech Therapist) uses the 3-Tier Intervention Support Model to cater students' learning diversity.

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

Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning 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; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; organising activities to create an inclusive learning environment in the school; and our school uses Putonghua to teach Chinese in all classes / groups at all levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc..

Curriculum Tailoring and Adaptation:

Students' special needs are assessed by P.1 screening project and case referral. Learning adjustments are made based on the advice given by the social workers and educational psychologist. We work with our through-train college to provide training for talented students, like setting up 'Talent Pool'.

Home-School Co-operation and School Ethos

Home-School Co-operation:

We believe that parents are our educational partners. We emphasize home-school cooperation because parents are also the rich resources of the school.

School Ethos:

We attach great importance to the development of morality, intelligence, physique, community, inner beauty and spirit. We also emphasize the cultivation of students' Christian values, all-round interdisciplinary learning and the concept of 'one art for life'.

Future Development

School Development Plan:

1. Cultivating student's positive values and nurturing students' personal growth with the spirit of God.
2. Flourishing the language-learning environment and atmosphere in order to foster students' language skills.
3. Connecting our curriculum with the community and daily life experiences in order to develop their empathy. Students learn different skills by doing hands on tasks.
4. Extending learning time and deepening self-learning to enhance students' learning capacity.
5. Polishing cross-subjects curriculums to enhance value education and STREAM education.
6. Enhancing learning and teaching proficiency and effectiveness through teachers' professional development.
7. Providing various extra-curricular activities.
8. Upgrading facilities to serve students' learning needs.

Teacher Professional Training & Development:

Teachers focus greatly on students' learning. A wide variety of teaching and learning strategies are adopted in order to facilitate students' learning capacity.

Others

Students have got opportunities to develop their potential and talents.

We have been awarded 'Chief Executive's Award for Teaching Excellence' for six successive years. Some of our teachers are awarded 'Excellent Teachers'. We are also awarded as a 'Caring School' in the area of caring the students with special needs.