



School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Leung Man Man	Mr. Ying Ngai	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
Kwong Ming School Limited	Virtue, Diligence, Erudition, Aesthetics, Innovation	1981	Chinese	Nanny van	About 5000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
			Yes		Yes
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
-	-	\$30	Fee for non-standard items \$450	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
25	3	1	1	Butterfly Garden, Performance area, Athletic track, Flowerbed. All rooms and cover playground are air-conditioned.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
STEM Room, KMS Broadcast Room, The Black Box, Multi Function Room, Computer Room, Library, Atelier, Fitness Room, Chinese Literature Room, English Room, Mathematics Club, Music Room, PTA Parents Resource Centre, Conference Room, Play Therapy Room.				Accessible lift.

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

Number of teaching posts in the approved establishment			47	Total number of teachers in the school		51
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
98%	100%	42%	53%	13%	14%	73%

Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year				No. of classes	4	4	4	5	4	4	25
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	4	4	4	4	5	4	25
Mode of teaching at different levels	1. Implementing Small Class Teaching in P.1 to P.6. 2. P.2-P.4 Small Group Teaching (SEN). 3. P.5-P.6 Remedial Teaching. 4. Remedial teaching, school-based after-school learning and support programme to cater for learner diversity.										
Remarks	-										

Performance Assessment

Number of test(s) per year (P1 only)		1	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)		2	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	2 tests and 2 exams are held in each year. Formative assessments for different subjects and cultural activities are also employed to promote holistic development of pupils. Different modes of formative and summative assessments (such as tasks, projects, learning, presentations, scientific skills and attitude) are used to assess students' learning performance.						
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	Mixed ability classes from P.1 to P.4. P.5-P.6 pupils are divided into different classes based on their 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	30 mins	8:00 AM	3:05 PM	1:00 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Our school has attained The Hong Kong Healthy School Award Scheme. Items that go with healthy school life are as follows: Fruit Day, School 'NutriAgent' Project, Foot Examination, School Physical Fitness Award Scheme, Sexual-Abuse Preventive Programme, Environmental Protection Recycling Programme etc.		'Talent Show Stage' takes place before school begins. School assembly, co-curricular activities or multiple intelligences activities are carried out alternately every Thursday afternoon.		

Life-wide Learning

Various activities and interest groups are conducted after school, such as Sports Day, Swimming Gala, Christmas Party, STEAM Day, Life-wide Learning Day, Educational Camp, and School Picnic, to enhance the enjoyment of school life.

Our school also offers a variety of extra-curricular activities for students: English Drama Team, English Puppetry Team, Cubs and Brownie, CYC, JPC, field and track athletic team, ball games teams, swimming team, ukulele, handbell, African drum, choir, dancing, Boulderling, Cambridge English, phonics, conversation, Mathematical Olympiad, Chinese ink painting, calligraphy, gardening, computer graphics, Lego Mindstorms, IT-coordinator and Campus TV.

School Mission

We pledge to prepare pupils to contribute to an increasingly international and interdependent world. Recognising a diversity of values and traditions, we strive to establish an atmosphere conducive to building interpersonal relationships and global awareness. We are committed to working closely with pupils and their families to attain academic excellence and inspire the growth of well-rounded individuals.

School Characteristics

School Management
School Management Organisation: Kwong Ming School is managed by Incorporated Management Committee (IMC). School Development and administrative works are implemented by principal and different administrative groups. School-based management is implemented and all stakeholders share common visions and goals. School development committee oversees the development of curriculum and all subject sections to ensure an ongoing development and improvement.
Incorporated Management Committee / School Management Committee / Management Committee: The Incorporated Management Committee of Kwong Ming School was established on 30th August, 2008.
School Green Policy: 1. Implement environmental education to enhance students' understanding of the importance of environmental protection: develop a group of Green Prefects and Little Green Gardeners, and organize environmental talks and workshops. 2. Recycle crayons, old books, and school uniforms. 3. Launch a set of guidelines for energy saving and decarbonisation, water conservation and waste reduction. 4. Install automatic sensor water taps and solar panels. 5. Community Promotion: potted plant giveaway, community food waste recycling programme.
School's Major Concerns: 1. Enhance students' reading skills and create a reading atmosphere on campus. 2. Boost students' confidence through diverse learning experiences.
Learning and Teaching Plan
Learning & Teaching Strategies: 1. The school attaches great importance to the promotion of reading through enhancing pre-lesson and extended reading for cultivating students' self-directed learning capabilities. 2. Using diversified learning and teaching strategies to enhance students' motivation and strengthen higher-order thinking skills. 3. Helping students explore knowledge and learn from experiences so as to promote their all-round development. 4. Providing students with all-round learning experience in all aspects through different subject-based activities that allow students to apply what they have learned to enhance their sense of achievement and develop positive learning attitudes so that students will be able to adapt to the ever-changing world.
Development of Major Renewed Emphases of the Primary Education Curriculum: 1. Strengthening values education through various award schemes. 2. Enriching students' life-wide learning experiences and develop positive values and attitudes that are conducive to whole-person development through various school teams, learning activities in different subjects and cross-curricular activities. 3. Strengthening cross-curricular learning and reading across the curriculum and also reinforcing STEAM education. 4. Making good use of learning time and creating space to promote balanced physical and mental development by introducing afternoon school-based lessons. The afternoon school-based lessons include reading sessions, multiple intelligence classes, them-based activities in different subjects so as to promote whole-person development of students.
Development of Generic Skills: To develop students' generic skills, we offer STEAM learning activities, diversified life-wide learning activities, cross-curricular learning, thematic projects, co-curricular activities, educational visits, and various competitions to students.
Cultivation of Proper Values, Attitudes and Behaviours: 1. Strengthening positive education to help students understand and apply their character strengths through picture books and service activities, students are nurtured to be self-confident. Strengthen students' positive thinking so that they can manage themselves and overcome challenges and difficulties with perseverance and staying positive. 2. Nurturing students' talents and self-confidence through various award schemes. 3. Strengthen students' resilience by organizing adventure-based training camps for students. 4. Study tours are arranged for students to broaden their learning exposures and enable students to learn to respect the cultures of their own and others.
Student Support
Whole School Approach to Catering for Learner Diversity: Comprehensive Student Guidance Service. Remedial classes and small subject groups. Small group teaching.
Whole School Approach to Integrated Education: Core members of student support team make good use of the grants and resources to implement the following schemes: curriculum and teaching adaptation, remedial learning groups, training on social skills, Enhanced School-based Speech Therapy Service and School-based Educational Psychology Service, Individual Education Plans, etc.
Curriculum Tailoring and Adaptation: Collaborative lesson planning and tailoring. Focus on common learning difficulties. Diverse teaching strategies.
Home-School Co-operation and School Ethos
Home-School Co-operation: Parent-Teacher Association serves as a platform for parents and teachers to communicate and collaborate. We often organize events, workshops and meetings to promote parental involvement in school activities. PTA also invites parents to volunteer in various activities such as field trips, school events, or classroom assistance. This involvement allows parents to have a better understanding of their child's school experience and build relationships with teachers and other parents.
School Ethos: Caring culture. Strong cohesion. Students are self-disciplined, excelled in academic performance and conduct.
Future Development
School Development Plan: 1. Enhance students' reading skills and create a reading atmosphere on campus. 2. Boost students' confidence through diverse learning experiences.
Teacher Professional Training & Development: 1. Collaborative lesson preparation. 2. Lesson observation. Lesson analysis. 3. In-service training.
Others
1. PTA scholarship. 2. Alumni Association scholarship. 3. Multiple intelligences scholarship.