



東莞同鄉會方樹泉學校
Tung Koon District Society Fong Shu Chuen School

43 Tung Kun Street, Yaumatei, Kowloon

27802296

info@tkfsc-school.edu.hk

27707590

http://www.tkfsc-school.edu.hk

31

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Dr. Wong Chi Ho Jimmy	Mr. Tsang Ying Yin	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
The Tung Koon District General Association	Diligence, Filial Piety, Loyalty, Integrity	1970	Chinese	-	About 4000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-				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
-	-	\$20	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	2	1	Environmental Education Garden, Counselling Room, Medical Inspection Room, Conference Room, Group Learning Room, PTA / Alumni Association Room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Computer Room, STEAM Coding Room, School Library, Audio/Visual Room, English Room, STEAM LAB, Student Activity Room, Visual Arts Room, Music Room, Maker Space, Kiddy Jolly Room, Sports Playhouse and Chinese Learning Room.				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			34	Total number of teachers in the school		37
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%	54%	74%	3%	38%	59%

Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year			No. of classes	2	2	2	3	4	3	16
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)			No. of classes	2	2	2	2	3	4	15
Mode of teaching at different levels		Small class teaching.								
Remarks		-								

Performance Assessment

Number of test(s) per year (P1 only)	1	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)	1	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	Formative assessment is emphasised to enhance effective learning, while diverse modes of summative assessment are used to evaluate students' knowledge, skills and attitudes. In 1st term of P.1-5, summative assessment is replaced by formative one. To support P.1's transition to the new learning stage, 1st exam is conducted as a mock assessment, while P.6 continues with 2 exams and 2 assessments.				
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 to P.6 students in each class are of mixed abilities. Students from P.2 to P.3 and P.4 to P.6 will be remained in the same class to let teachers to have better understanding of students' progress.				

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	3:30 PM	12:55 PM - 1:50 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	We foster a vibrant sports culture through Active School, Physical Fitness Award, Straighten Up School and Sports Promotion Program etc. Regular events like Sports Days and inter-house games encourage participation. The AI Sports System helps students build habits, confidence, values and athletic potential. Through the Eat Smart School Accreditation Scheme, we promote healthy eating habits.		We utilise a parent mobile app and a smart student card system for attendance tracking, payment processing, notice signing and school news distribution.		

Life-wide Learning

Apart from visits, experiential activities, and social services, we also organise outbound exchange programmes and a diverse range of extra-curricular activities, including DreamStarter, hockey, athletics, Taekwondo, martial arts, rope skipping, dancing, table tennis, basketball, volleyball, Smart IT Kids, ink and wash painting, pottery, wind band, choir, choral speaking, little writer, Cambridge English, Scouts and Girl Guides etc. These activities foster students' whole-person development by allowing them to showcase their talents and abilities.

School Mission

Our school is committed to creating a joyful learning environment and offering a balanced, structured and diversified curriculum. We aim to foster all-round development in ethics, intellect, physique, social skills and aesthetics, aligning with our school motto: Diligence, Filial Piety, Loyalty, Integrity.

School Characteristics

School Management

School Management Organisation:

Incorporated Management Committee, the Principal and different administrative committees.

Incorporated Management Committee / School Management Committee / Management Committee:

The members of the IMC include the Supervisor (Dr. Wong Chi Ho Jimmy SBS, BBS, JP), School Sponsoring Body Managers, the Principal, teachers, parents, alumni and independent members.

School Green Policy:

1.Our school collects donated uniforms, textbooks and reading materials from students to support those in need. 2.Reusable utensils are provided to promote sustainability. 3.Three-colour recycling bins are installed on campus for effective waste sorting. 4.Renewable energy facilities, such as solar panels, are installed on the rooftop.

School's Major Concerns:

1.Foster a healthy school environment and cultivate positive values in students. 2.Enhance learning and teaching continuously.

Learning and Teaching Plan

Learning & Teaching Strategies:

We cater for students' diverse learning needs by offering a wide range of educational experiences. Our curriculum highlights include Chinese literature and reading strategies; collaborative lessons with Native English Teacher for P.1-3 and speaking classes for P.4-6 to enhance language proficiency. In Mathematics, we emphasise advanced problem-solving strategies. General Studies incorporates STEAM and humanities projects, and high-order thinking, while Information Technology introduces coding and AI education for P.1-6. Our school-based curriculum includes hockey and swimming (P.E.), recorder (Music), and printmaking (Visual Arts). Additionally, expert-led courses are offered in calligraphy, lion dance, Wing Chun, Tai Chi and scientific exploration. We adopt a student-centred approach through Differentiated Instruction and Blended Learning, leveraging e-platforms to help students build knowledge, showcase achievements and achieve whole-person development.

Development of Major Renewed Emphases of the Primary Education Curriculum:

We promote values education, life education, national education and national security education. We integrate the priority values into our curriculum. We also foster Chinese culture through diverse activities to cultivate students' national identity. We reinforce STEAM with projects emphasising coding and scientific exploration at different levels. Our campus features diverse facilities, including the Ecological Corner, Chinese Medicine Garden and Robotics Team. Information literacy education is implemented to develop students' ability and attitude toward using information effectively and ethically. We emphasise reading, promoting cross-curricular reading and e-reading platforms. Life-wide learning activities, such as visits, competitions and workshops, enrich students' learning experiences. We also encourage self-directed learning, information searching and sharing through e-platforms.

Development of Generic Skills:

Through a variety of learning activities, including project-based learning, co-curricular programmes, life-wide learning experiences, training sessions, community service, and outbound exchange programmes, we develop students' collaboration and communication skills. Our emphasis on Mathematics, Coding, and STEAM education cultivates computational thinking, creativity, and problem-solving abilities. Additionally, we prioritise reading and values education to nurture students' self-directed learning, self-management and critical thinking skills.

Cultivation of Proper Values, Attitudes and Behaviours:

We nurture students' whole-person development through ambassador programmes, life education, positive education, and diverse classroom management activities, fostering a positive school culture. We encourage students to actively participate in community service, show concern for society and the nation, and develop into proactive, responsible citizens who contribute meaningfully to their country.

Student Support

Whole School Approach to Catering for Learner Diversity:

We adopt the Cater for Learner Differences Approach to address the diverse needs of our students. A three-tier operation mode is implemented for gifted education: 1. Advanced thinking strategies are introduced in lessons, and a talent pool is established. 2. Gifted students are selected for specialised training programmes. 3. Ample opportunities are provided for students to participate in external gifted programmes and competitions. Additionally, we offer various support programmes, including Homework Support Classes, Induction Programme for Newly Arrived Children, Chinese Proficiency Programme for NCS students and the School-based After School Care Service Scheme, operating from 15:30 to 18:30, to accommodate the diverse needs of students.

Whole School Approach to Integrated Education:

The Student Support Team coordinates a three-tier support system, providing early identification and tailored assistance to students based on their learning needs, such as the School-based Adaptation Programme and Remedial Classes. Additionally, we also provide support programmes for the students in need, including Chi/Eng Reading and Writing Skills Training, Social Skills Training, Attention Training, Fine Motor Skills Training, Executive Function Skills Training, Emotion Management Training, Arts Therapy, Sensory Integration Training and School-based Speech Therapy. These services are funded by the Learning Support Grant and the Enhanced Speech Therapy Grant. The Summary of Support for Students is provided to parents annually to keep them informed about their child's progress and support measures in place.

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 hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents of NCS students.

Curriculum Tailoring and Adaptation:

We place much importance on nurturing multiple intelligences for students. In daily teaching, high-order thinking questions are asked, and problem-solving and multi-sensory elements are included. Teachers also design challenging questions for higher-ability students to strengthen their thinking skills. Furthermore, for students with learning difficulties or special educational needs, we formulate tailored support measures such as school-based adaptation plans or individual education plans (for Tier-3 students) to boost their interest in learning. This approach ensures that students with diverse learning needs and styles are fully supported.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The Parent-Teacher Association (PTA) is dedicated to fostering home-school collaboration, strengthening parent-child communication and supporting students' whole-person development. The PTA actively engages parents in various school activities and promotes the self-improvement of family members through seminars and workshops.

School Ethos:

1. Various moral education topics are introduced to help students to establish healthy living habits. 2. Moral Education lessons are conducted in alignment with the twelve priority values to promote character education. 3. Conduct 'Caring Ambassador Programme' to promote care and support among students. 4. Positive Education thematic activities are organised to strengthen students' resilience and establish positive values.

Future Development

School Development Plan:

1. We design our curriculum based on Chinese culture and STEAM education, keeping pace with the times and equipping students with the skills needed for the future. 2. We pay equal attention to academic disciplines, Physical Education and Arts in order to showcase students' potential and foster whole-person development. 3. We prioritise positive values as the foundation of character development, emphasising inclusivity and kindness to cultivate responsible and virtuous citizens. 4. We prioritise biliteracy (proficiency in written Chinese and English) and trilingualism (fluency in Cantonese, Putonghua and English) to cultivate linguistic excellence. 5. We promote reading to enable students to become knowledgeable and well-mannered individuals.

Teacher Professional Training & Development:

1. Establish professional learning communities. 2. Collaborate with the Education Bureau, universities and colleges to enhance teaching practices. 3. Conduct workshops, lectures, exchanges and experiential activities on diverse themes, taking care of teachers' holistic well-being.

Others

1. Diverse scholarships are offered to encourage whole-person development. Our sponsoring body has established various awards or programmes (such as School-based Gifted Education Grant, School Outstanding Student Award, Best Performance in Arts and Sports Award and Extra-curricular Activity Award Programme) to support students in their pursuit of excellence. 2. A wide range of learning, sports and arts activities, as well as competitions and exchanges, are organised both inside and outside classrooms to enable each student to showcase their potential. 3. We actively promote sports development. As the hockey training base, our school participates in competitions across various regions each year. 4. We organise diverse STEAM activities and competitions to nurture students' potential in science and information technology.