



東華三院蔡榮星小學 TWGHs Tsoi Wing Sing Primary School

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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
Dr. Tsoi Wing Sing	Ms. Leung Tun Yu	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					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Tung Wah Group of Hospitals	Diligence, Frugality, Loyalty and Faithfulness as the guiding principle in the moral and intellectual development of our students.	2018	Chinese & English	Nanny van	About 9000 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
-	-	\$50	\$450	\$40 (replacement of student card)

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	basketball courts, running tracks, Star Welcoming Terrance and climbing walls
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Library, English room, Music rooms, Visual Arts room, STEAM Zone (Computer room), STEAM Lab (General Study room), small group teaching rooms, conference room and student activity centre.				Ramp, Accessible lift, Accessible toilet, Braille and tactile floor plan, Tactile guide path, Accessible public information / service counter and Visual fire alarm system.

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

Number of teaching posts in the approved establishment			61	Total number of teachers in the school		65
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
88%	98%	25%	19%	29%	42%	29%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	5	5	5	5	6	5	31
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	5	5	5	5	5	6	31
Mode of teaching at different levels	Implement activity-based teaching in whole school, adopt cooperative learning approach and foster high-order thinking skills at all levels.							
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
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Diversified Assessment for Learning	Use daily progress assessments to match with summative assessments, conduct timely inspections, and provide feedbacks on teaching and learning. Other multiple assessment strategies such as project learning assessment, student self-evaluation, peer evaluation and parents' feedbacks are conducted.						
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	All students are evenly distributed according to their academic results.						

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	8	40 mins	8:00 AM	3:20 PM	1:00 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	The school sets up a committee to advocate healthy lifestyles and healthy eating habits amongst all students.		-		

Life-wide Learning

To nurture our students with the quality of "Tomorrow's Leaders", the breakthrough from the traditional schooling hour renders the appearance of "Featured Experiential Programme" in the afternoon session as an inter-disciplinary learning section. Students may unleash their potentials through getting in touch with the courses according to their abilities and interests selected by themselves. Leadership qualities in organizing skills, problem-solving skills, self-evaluation, cooperation and communication would be implanted and enriched through taking part in various courses.

School Mission

Under the education themes of "Self-understanding, self-exploration and self-development", "Building up a relationship from oneself to the family, to the society, to the country and to the nature" and "Exploring, understanding and stepping towards the world", our school is committed to cultivating students to become Tomorrow's Leaders.

School Characteristics

School Management

School Management Organisation:

There are different administrative boards to oversee the school in areas of Teaching & Learning, Administration and Pastoral Care.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee has been set up to implement School-Based Management since 2018.

School Green Policy:

With reference to the Guidelines on Environmental Education, our school tries to implement the School Green Policy through different areas: school infrastructure, management, education and external networks.

School's Major Concerns:

- 1. Establish student learning methods, cultivate good learning habits, and increase students' learning initiative.
- 2. Foster students' correct values (respect, sense of responsibility), enhance positive relationships, and establish an active and healthy lifestyle.

Learning and Teaching Plan

Learning & Teaching Strategies:

Our school emphasizes the importance of English learning and provides an authentic and encouraging environment for students to learn English and enhances students' English proficiency. The cooperative learning approach is applied so as to cater for individual differences.

Development of Major Renewed Emphases of the Primary Education Curriculum:

strengthening values education (including life education, national education and national security education); reinforcing STEAM education, and nurturing students' media and information literacy.

Development of Generic Skills:

We develop pupils' generic skills in formal lessons and also in special events such as "Project Based Learning", "Joint-class activities", field trips, visits etc.

Cultivation of Proper Values, Attitudes and Behaviours:

Our school bases on the approach of 'learn it, live it, teach it and embed it' to promote positive education. Five languages of love are taught to foster communication skills with others. A school-based reward scheme is implemented to let students be aware of their talents and build on them. Moreover, workshops and talks are arranged for parents to learn discipline and childcare skills.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1. Use Three-Tier Intervention Model to cater for students with special educational needs.
- 2. Adopt collaborative learning strategies to boost students' engagement during lessons.
- 3. Offer gifted education programs to develop students' potential.

Whole School Approach to Integrated Education:

- 1. Adopt the "whole school approach" to support students with special educational needs.
- 2. Utilise Learning Support Grant and School-based Speech Therapy Service to hire professionals and purchase related services to support students with special educational needs.
- 3. Engage in cross-professional collaboration with school-based educational psychologists, social workers, and other professionals.

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; and organising activities to create an inclusive learning environment in the school.

Curriculum Tailoring and Adaptation:

- 1. Provide remedial classes to arrange small-group learning for students with slightly lower abilities.
- 2. Provide support and adaptation for students with special educational needs including homework, dictation and assessment accommodation etc.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Parents are our working partners. They provide manpower to facilitate the school operation.

School Ethos:

Through positive education, the school aims to cultivate a pure and kind learning environment and build up the school that everyone is always willing to give a helping hand.

Future Development

School Development Plan:

- 1. To promote Student Agency for creating an active and self directed learning culture.
- 2. To foster students' positive values and build up their positive emotions as well as healthy life.

Teacher Professional Training & Development:

A systematic and theme-based professional staff development plan for teachers is made annually. Training, workshops and sharing are scheduled each year.

Others

Our school has been moved from the temporarily campus located in Mei Lam Estate in Tai Wai to the new campus in Shui Chuen O in January 2023.