



東華三院曾憲備小學  
TWGHs Tseng Hin Pei Primary School

53 Lung Ma Road, Fanling, New Territories

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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. Tseng Hing Yip York	Mr. Kan Chun Tat	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
Tung Wah Group of Hospitals	Diligence, Frugality, Loyalty and Faithfulness	2021	Chinese & English	School Bus	About 5800 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
-	-	\$80	2-installment specific purposes fees, \$170 each (learning materials, software/platform, activity fee, accident insurance)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	Installation of Smartboard inside the classrooms. Training Tracks, Rock-climbing Wall, Multi-sensory Garden, Outdoor Learning Funland, etc.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Global Exploration Centre, Technology Exploration Centre, Exhibition and Conference Centre, Auditorium, Art Development Space, Campus TV and Media Education Centre, etc.				Ramp, Accessible lift, Accessible toilet, Braille and tactile floor plan 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		55	Total number of teachers in the school		56	
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
94%	100%	37%	41%	39%	17%	44%

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		Small class teaching and activity-approach teaching are adopted for the whole school.												
Remarks														

Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	0	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					No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	A wide range of assessment strategies are adopted to provide timely and quality feedback. Formative assessments (FA) are assigned consistently. Others such as project learning assessment, student self-evaluation, peer evaluation and parents' feedback are conducted. There are no exams for P.1 students. FA and learning reports are used as learning evidence in lieu to provide feedback to parents.				
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	To enhance students' learning efficiency, we have put in place different forms of support to make appropriate arrangements, such as flexible grouping or division by class based on the abilities and needs of upper primary students.				

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	8:00 AM	3:15 PM	12:50 PM - 1:50 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.		Regular core programme will be delivered in the morning session, whereas SMILE Featured Programme and tutorial classes to cater for individual needs will be provided in the afternoon session. Moreover, after-school enrichment classes and extra-curricular activities will be organized.	

## Life-wide Learning

We place emphasis on students' comprehensive developments in terms of physical, mental and multiple intelligence. In addition to the regular curriculum, we provide students with wide-ranging learning experiences through "potential development" school-based featured programmes. After class, different sorts of sports, arts and music classes will be provided for students to extend their interests and talents. These external and professional training and activities can not only deepen students' self-understanding but also empower them to reach their full potentials.

## School Mission

We embrace 'A School for Global Talents' as our mission, and through 'SMILE' as the principal of curriculum development. We aim to create an energetic and positive learning environment for our students.

We believe that every student is unique with gifted talent. In order to cater for learners' diversity, our teaching team is dedicated to creating a comprehensive and creative learning environment for our students. Through the course of whole-person development, we are committed to guiding our students to seek knowledge, embrace learning and become Global Talents who care about our society and love our country with global exposure.

## 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 in 2021.

#### School Green Policy:

To promote sustainable development, the new campus building incorporates a natural ventilation design with various built-in energy-saving and renewable energy devices. By joining the Renewable Energy Connection scheme, 'Solar Harvest' - solar energy generation system is installed on rooftops.

#### School's Major Concerns:

A School For Global Talents: English Language Proficiency, Embrace Learning, Positive Thinking, Innovative Thinking and Problem Solving.

### Learning and Teaching Plan

#### Learning & Teaching Strategies:

Our school emphasizes the learning of both the Chinese and English Languages. Along with promoting traditional Chinese culture, appropriate supplementary English teaching materials in Mathematics and General Studies (Life and Science) will be selected to enrich students' English learning experience. We will actively promote experiential learning and the "Bring Your Own Device" (BYOD) programme by making the best use of the information technology equipment to facilitate self-directed learning.

#### Development of Major Renewed Emphases of the Primary Education Curriculum:

We develop our school-based featured programmes in accordance with the primary education curriculum guide by the Education Bureau.

- Strengthening values education: TWGHs Extended Moral Education Curriculum

- Making good use of learning time and creating space to promote a balanced physical and mental development: SMILE featured programme and tutorial classes have been provided in the afternoon since our school was founded for enriching life-wide learning experiences and promoting whole-person development. Cross-curricular learning and reading is strengthened coupled with catering to learner diversity for developing lifelong learning capabilities.

- Reinforcing STEAM education and nurturing students' media and information literacy: Offering innovative education (STEAM programme).

- Enhancing assessment literacy for promoting learning and teaching effectiveness: Adopting multiple assessments.

#### Development of Generic Skills:

Through experience learning, e.g. service learning, project learning, scientific inquiry learning, cross-subject activities and different subject activities, we develop our students' generic skills.

The Featured Programme in afternoon includes five modules: Potential Development, Innovative Education (STEAM), Global Civil Education, Talent Training and Discovery Learning/Service Learning. Students can unleash their potentials through including their knowledge from the classroom into practice and enjoy the learning opportunities to excel at their talented areas.

#### Cultivation of Proper Values, Attitudes and Behaviours:

In addition to the regular classroom management, weekly assembly and our global civil education, our school will introduce the idea of Well-being, PERMA (Seligman, 2011) and the Growth Mindset to encourage students to appreciate their strengths, recognize their value and explore their potentials. What is more, our students are willing to face the challenges proactively and optimistically, which in turn help them build up self-confidence as well as foster their care, support and social harmony in the community.

### Student Support

#### Whole School Approach to Catering for Learner Diversity:

Diversified classroom teaching strategies will be provided for students with various learning needs. Lesson planning will also use a grouping approach according to students' integrated skills to enforce coordinated learning.

#### Whole School Approach to Integrated Education:

With Learning Support Grant, Student Support Team provides suitable support in accordance with different students' needs under the umbrella of the 3-tier Intervention Model of whole-school approach, such as ability grouping, teaching and assessment adaptation, counselling group, social training group, school-based speech therapy services and individual education plan.

#### 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; 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:

Co-planning meetings are held regularly so that teachers can tailor-make teaching materials for students.

### Home-School Co-operation and School Ethos

#### Home-School Co-operation:

We actively organize parent-child activities and parent education programmes, in order to work closely with the parents to nurture our children.

#### School Ethos:

Our school promotes a whole school approach to cultivate students to establish positive values and attitudes. We strive to create a pleasant and positive culture and environment on campus.

### Future Development

#### School Development Plan:

Major Concerns for the School Years 2021/22 to 2023/24

1. Fostering self-directed and effective learning to develop joyful and confident learners
2. Implementing positive character education to nurture children with physical, mental and spiritual wellbeing

#### Teacher Professional Training & Development:

Based on the school concern of each year, the school introduces various school based staff development activities by recommending teachers to attend different workshops, seminars and courses. There are staff development days every year and some professionals of the universities from the education field are invited to provide school assistant services to promote teachers' teaching and students' learning.

#### Others

Broaden Horizons: Through our progressive Discovery Learning Programmes, students are able to connect academic knowledge with practical application, utilise life skills, and cultivate their independence. Students can gain first-hand experience while exploring diverse cultures and interacting with overseas students during exchanges, including the Singapore Exchange Tour and Sister School Scheme (Beijing, Chengdu, Zhuhai), as well as the TWGHs Joint Schools overseas exchange tours, such as Finland, Vienna, the "Soccer Ambassador Programme" Japan Exchange Tour, and the TWGHs Children's Choir Overseas Exchange Tour.

Scholarships: Nominate eligible students to apply for scholarships and commend their outstanding performance in academic, service, or extracurricular activities.