



鳳溪創新小學 Fung Kai Innovative School

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80

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Liu Lup Chi	Ms. Lau Lai Ching	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					88%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Fung Kai Public School	Modesty, Sincerity, Diligence and Acumen	1932	Chinese (incl.: Putonghua) and English	School Bus; Nanny van	About 11000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
				Yes	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	Replacement electronic payment card (\$10) Replacement student smart card (\$18)

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	Cafeteria, basketball courts, a meadow over 10000 Sq.M, football pitches, a golf driving and archery range and the swimming complex.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
STEAM InnoArena, iDream•iDare•iMake, Adventure Room, Theatre, Nature Exploration Room, English Learning Centre, Theatre, Music Room and Visual Arts Room, Innovative Chinese Medicine Culture Corner and Chinese Medicinal Herb Garden.				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		44	Total number of teachers in the school		47
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
100%	100%	36%	45%	26%	21%
				10 years or above	53%

Class Structure

		P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year		No. of classes	4	3	4	4	4	4	23
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)		No. of classes	3	4	3	4	4	4	22
Mode of teaching at different levels		We adopted small class teaching. Four NETs are placed to promote English learning and be the vice-class teachers in P.1 classes. Primary 2 to 6 students bring their iPads to school and teachers use ActivPanels for the school-based e-curriculum. Elements of Chinese Culture teaching, STEAM education and life education are integrated into different subjects.							
Remarks		To broaden our students' horizons and cultivate students' innovation and inquiry skills, we introduce AI to our teaching. We provide 'Read Write Inc.', and Mathematical Olympiad classes. We also introduce inquiry-based learning in our General Studies lessons and match it up with coding in Computer Studies.							

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)	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 assessments of Chinese, English, Maths and General Studies and project learning in General Studies are scheduled in the school curriculum.				
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	Incoming P.1 students need to take a placement test in August. P.1 students are promoted to P.2 with their original class. The top 50% of students from P.3-6 are distributed to elite classes and the rest go to regular classes based on their exam 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	7	35 mins	8:10 AM	3:05 PM	12:45 PM - 1:45 PM
Lunch arrangement	Healthy school life		Remarks		
Healthy meals designed by nutritionists are prepared in the cafeteria every day.	Fitness activities and 'Sports for All' are carried out on the meadow. Relaxing Day, Love Sharing Day, Just Dance Friday, STEAM Happy Time are organized for our students. Well-designed nutritious vegetarian and meat-based meals are provided in the cafeteria every day. Meditation is also arranged before class every day for taking care of students' physical, mental and spiritual development.		To broaden students' horizons and unleash their potential, a variety of school activities are provided, such as Orchestra, Drama, Tai Kwon Do, Eastern Dancing, Fencing, AI Pioneers, Martial Arts Class and different school teams. There are four native-speaking English teachers (NETs) in our school. They conduct various interactive activities like story reading and drama before and after school.		

Life-wide Learning

Multiple intelligence classes, which cover STEAM, sports, music, visual arts and Chinese Culture are organized every week. Swimming classes will be organized later. Students can develop their interests and talents in different teams, such as the volunteer team and cultural ambassadors. To broaden our students' horizons, cross-boundary learning tours and overseas excursions (e.g. New Zealand, Nanjing and Beijing) are organized every year.

School Mission

Based on the motto of "Modesty, Sincerity, Diligence and Acumen" of Fung Kai Public School, the goal and mission of our school is to provide our students with a holistic education. With the provision of a good learning environment, students are able to develop their independent thinking, positiveness and have a proactive perspective on life. Through an enjoyable learning process, students can well equip themselves to contribute to society in the future.

School Characteristics

School Management

School Management Organisation:

The Incorporated Management Committee is responsible for the management of our school. Our school supervisor, principal and two vice principals are in charge of leading, monitoring and promoting school development. Different administration teams co-operate with the School-Based Curriculum Development Group to discuss, decide and implement school policies. A self-evaluation system is used for revising the policies and for future improvement.

Incorporated Management Committee / School Management Committee / Management Committee:

Our Incorporated Management Committee has been registered since 31st August, 2005. Mr. Ma Siu-Leung, BBS, MH, Dr. Lam Tai-fai, GBS, SBS JP, Ms. Ng Mei Mei, Diana, Mr. Liu Hing Hung, Mr. Yan Cheuk Ning, Sherman, and Mr. Lam Koon Kit are our honorary school managers who co-operate to establish a qualitative school.

School Green Policy:

To promote a green lifestyle for students, we continuously improve our conservancy infrastructure and proactively implement our school-based environmentally friendly policies, such as promoting low carb-diets, organic planting, installing solar photovoltaic power generation systems, installing sunscreen insulation films, installing intelligent water dispensers and replacing fluorescent lights with LED lights. Hence, our school is honored awards such as Green School and Excellent Environment Award.

School's Major Concerns:

1. Provide good quality and multi-intelligence learning experiences, unleash students' potential and raise their independent learning ability (Learning Power) and help them to become future leaders with good innovative skills.
2. Adopting Chinese culture as the main principle and assisting with national education, we help our students to cultivate a healthy lifestyle to achieve a balanced and healthy holistic life and become responsible and patriotic citizens.

Learning and Teaching Plan

Learning & Teaching Strategies:

A school-based and learner-centred e-curriculum is implemented in teaching Chinese, Putonghua, English, Maths, General Studies and Computer Studies from P.2-P.6. Students use their e-books installed on their iPads with the assistance of some interactive learning platforms to exercise self-directed learning. Our school devotes our resources to enhancing students' language development. Putonghua is used as the medium of teaching Chinese. In addition, four NETs are recruited to enrich the English language environment. To improve students' computer literacy and encourage creativity, activities like AI, robot-building, operating drones, VR, 3D printing and laser cutting activities are organized. We use a whole school approach to instill patriotism in our students' minds by arranging local / overseas study tours. In addition, our school strives hard to foster a reading culture by creating a joyful reading atmosphere.

Development of Major Renewed Emphases of the Primary Education Curriculum:

To cater for learners' diversity and make learning more efficient, our school has developed our learner-centred e-curriculum. We have put emphasis in life and STEAM education. Through running our school based AI learning programs and 'Life Education x STEAM' Program, students' ability to integrate and apply knowledge and skills are enhanced. Their attitudes towards media and information literacy are further enriched. Moreover, we organize diverse National Education and National Security Education activities and developing a school-based curriculum of ancient poetry 'Dream of the Red Chamber x Chinese Medicine Culture Curriculum' to enhance the students' sense of national identity and strengthen the 12 priority positive values and attitudes.

Development of Generic Skills:

Students' generic skills are enhanced through the running of our 'Life Education x STEAM' Program, AI in Education and Chinese Medicine Culture Curriculum. Our diverse learning activities, like Project-based Learning, the Chinese and English reading programmes and drama activities, are held to advance students' integration and application of their knowledge and their high-order thinking skills. These can also raise their civic awareness. Hence, they are trained to be good critical and creative thinkers, observant, well-organized learners and honest and responsible citizens in the future.

Cultivation of Proper Values, Attitudes and Behaviours:

Launching a school-based life-education curriculum, 'Brighten Your Life', to nurture students' positive values. Besides, we actively promote national and national security education by adopting Chinese culture teaching as the core principle. The theme of our school this year is 'Together We CAN Be STARS'. Through mindfulness, picture books, experience activities, study tours, we provide them with whole-person education and help our students to build up positive values and enable them to lead an abundant life.

Student Support

Whole School Approach to Catering for Learner Diversity:

Full-time social worker and 1 counsellor implement the whole school approach to cater for student diversity. Elite classes, enrichment classes and developing potential classes are set for wide range abilities. For the bridging of our P.6 students, we organized mock interviews, school visits to secondary schools in Sheung Shui and life planning activities for them. For the bridging of our P.1 students, we organize English phonics course and Putonghua course which are specially catered for their needs starting from December each year.

Whole School Approach to Integrated Education:

To foster an inclusive school culture, our school has adopted a whole school approach in supporting students' learning differences. Our school also organizes different group training such as lectures and workshops, so that students can know their strengths and weaknesses, and build a positive attitude.

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; 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:

A variety of quality learning and teaching strategies and resources such as cooperative learning activities, excursions and IT in education are used to raise students' learning interests and potential. Tailor-made homework and adjustments on examination mode are designed for students with various needs according to their abilities.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The Parent-Teacher Association was established in 1994. Meetings to review and discuss school policies and related educational issues are held regularly. To promote home-school co-operation, various activities such as Parents' University, PTA picnic and parents' seminars and workshops are held regularly to build up a tight bonding between families and the school.

School Ethos:

1. Our school has a long history and reliable reputation for maintaining a good school ethos.
2. Students' talents are explored, acute thinking skills taught for a broader vision & a wider national network. Quality teaching raises students' problem-solving, critical thinking, computational thinking, collaboration & communication skills to face the rapid development of information technology and creativity in the 21st century.
3. A culture of loving & caring evokes harmony in teacher-student and student-student relationships, provides a healthy and quality learning environment to develop a body-mind-spirit approach to personal growth.

Future Development

School Development Plan:

To nurture students' whole-person development and enhance their problem solving skills, creative thinking skills, self-directed learning and have a positive and healthy lifestyle. Besides, our school is keen on promoting biliterate and trilingual education and creating an authentic language learning environment for our students. With the new connection with two local international schools, students are exposed to a language rich environment. Adopting Chinese culture as the core value, we also provide value education, life-education, national education and national security education and career planning education to our students. In addition, our school makes good use of the latest teaching resources, such as AI, digital education and hands-on learning to discover the strengths and talents of our students and equip them with the skills they need for being innovative leaders in the future.

Teacher Professional Training & Development:

Our school has received six 'Chief Executive's Awards for Teaching Excellence', including Curriculum Leadership, IT in Education, English (twice) and Maths (twice). To share our professional learning community, open classrooms for all primary and kindergarten teachers are held regularly. Besides, regular professional development workshops are held to promote Values Education, National Security, STEAM, Digital education and media and information literacy.

Others

Our school offers 14 scholarships to outstanding students in academic, non-academic awards and progress awards like ethic, sport and art. From September 2024 to March 2025, our students won a total of 354 awards in various competitions such as 'Hong Kong Drama Festival', 'Hong Kong Primary STEAM Award', 'Hong Kong Schools Music Festival', 'Hong Kong Schools Speech Festival', different sport competitions like badminton, soccer, basketball, athletics, etc.



School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Liu Chi Leung	Mr. Chu Wai Lam	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					78%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Fung Kai Public School	Modesty, Sincerity, Diligence and Cleverness	1932	Chinese	Nanny van	About 10000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
			Yes	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
-	-	\$40	\$310	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
27	3	2	1	A standard track and field court, a golf driving range, an archery range, two grass football fields, two basketball courts.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Music room, Art Room, Activity Centre, Coding Lab, Steam Lab, Maker Lab, Future Lab, Campus TV Station, English Activity Room.				-

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		53	
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
97%	97%	20%	72%	12%	22%	66%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year		No. of classes	3	4	4	4	4	23
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)		No. of classes	3	3	4	4	4	22
Mode of teaching at different levels		Promote cooperative learning; BYOD programme for P.3 to P.4 students; Elite class for P.5 to P.6 students.						
Remarks		After-school and withdrawal counseling groups, gifted and cared for, and take care of learning diversity.						

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
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	In Primary 1, we will not have any exams. Instead, we will use themed learning weeks and different ways to assess how well students are learning. Along with written tests, all subjects will include various assessment methods, such as project work, attitude and skill evaluations, and chances for students to assess each other. We also encourage parental involvement.				
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	Elite Class and I.T. Class.				

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	7:55 AM	3:20 PM	12:40 PM - 1:40 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Lunch Monitoring Committee, which consists of parents and teachers, has been formed to monitor the food quality provided by the supplier.		07:15-07:55 and 13:40-15:20 (Fri.): Diverse Learning Activities.		

Life-wide Learning

Golf, archery, track and Field, football, basketball, Chinese Zither, Chinese Calligraphy, Nunchaku, Drone Soccer, 3D Printing, Cospaces AR/VR, martial arts, Tai Chi, swimming, dancing, choir, folk song, campus TV, Mathematics Elite Programme, English Chess, Little Teacher Programme, Little Scientist Programme, Scout, Girl Guide and so on.

School Mission

Based on the motto of "Modesty, Sincerity, Diligence and Cleverness" of the Fung Kai Public School, the goal and mission of our school is to provide our students with a holistic education that nurtures morality, intelligence, physical healthiness, socialization and aesthetic capabilities. We develop in our students the faculty of independent thinking as well as a positive and proactive outlook for life. We create a superior learning environment with a holistic and balanced curriculum that promotes enjoyable learning and realization of potential.

School Characteristics

School Management

School Management Organisation:

Fung Kai Public School provided the Board of Directors, under the co-ordination and management of educational and charitable affairs. Group set up under the Education to promote and monitor the development of educational affairs.

IMC under the Chancellor, principals, school groups, parents, teachers and other representatives. The Council consists of the Executive Council, is divided into school curriculum, academic, discipline, counseling, information technology and other groups to promote school development planning and execution of the work.

Incorporated Management Committee / School Management Committee / Management Committee:

Founded in 2005, the current session of the Council of 20 people, nine representatives of sponsoring bodies respectively, by the Chancellor, two honorary trustees, on behalf of two independents, one alumni representatives, two parent representatives, 2 teacher representatives.

School Green Policy:

1. Participation in Leisure and Cultural Services Department Greening School Subsidy Scheme.
2. To encourage recycling and recovery of materials, provided the school cycle bins.
3. Classroom windows laying saving insulation film.
4. Encourages healthy meals and cherish food.
5. Students with a green cleaning Ambassadors.
6. Participation in ECF Smart Foodwaste Recycling by Electric Vehicle Project.

School's Major Concerns:

Innovative and Traditional are both important.

1. Making good use of learning time to enrich learning experience and promote students' whole-person development.
2. Promoting Moral Education to foster students' positive values and attitudes.

Learning and Teaching Plan

Learning & Teaching Strategies:

We provide a balanced curriculum for our children. There are several school-based curriculum in our school: Chinese poetry writing, English writing, Problem Solving, Speed Calculating, Online Laboratory, Tai Chi, Golf and Archery. All these curriculum are designed to inspire pupils' thinking and enhance their intelligence. Cross-subject learning, project-learning, speech training courses and life-wide learning activities are also provided.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Our school promotes positive values education and innovative STEAM curriculum. We also spare no effort to foster the sense of students' national identity and promote school-based national education curriculum.

Development of Generic Skills:

To cultivate students' creativity, communication and cooperation skills, critical thinking skills, self-management skills and problem solving skills are taught through formal lessons and various activities.

Cultivation of Proper Values, Attitudes and Behaviours:

"Good People, Good Deeds", Understanding the Adolescent Project.

Student Support

Whole School Approach to Catering for Learner Diversity:

After school Guidance and Assistance classes for students. "Little Scientist Programme", "Little Master of Ceremony Programme", "Cambridge English Programme", "Mathematics Elite Programme" training programmes for interested pupils.

Whole School Approach to Integrated Education:

The core members of the student support team includes the school principal, vice-principal, Special Educational Needs Coordinator (SENCO), teachers, school-based speech therapist and Special Educational Needs Teaching Assistant (SENTA). Our resources application includes Learning Support Grant (LSG), School-based Educational Psychology Services (SBEPS), School-based Speech Therapy Service etc. A whole school approach to supporting students with diverse learning needs.

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; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; and organising activities to create an inclusive learning environment in the school.

Curriculum Tailoring and Adaptation:

Provide suitable adjustment and arrangement on homework and examinations for those who have learning difficulties.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Parents love school. They are willing to devote their time and effort to participate in school voluntary work. The school and the PTA carry out seminars, workshops and interest groups regularly. It hopes to help parents form their learning community. The PTA always subsidizes school to organise activities such as Cultural Exchange, Healthy Fruit Day and so on. The Chairman of the PTA has been voted as one of the members of the Incorporated Management Committee so that the voice of parents can be heard.

School Ethos:

1. Students are lively, polite and disciplined. They respect teachers and have a sense of belonging to our school.
2. Students get along well with one another. Our school embodies the spirit of mutual help and love.
3. Students are interested in learning. They are willing to participate in lesson activities in a happy learning atmosphere created by our teachers.
4. Students are obedient. Teacher-student relationship is harmonious.
5. Students engage themselves in school life. They enjoy reading and other various activities.

Future Development

School Development Plan:

1. By using extra resources, school-based speech curriculum, campus TV and web-based learning platforms are promoted.
2. Academic researches are carried out by co-operating with tertiary institutes.
3. To enhance the development of the "Four Key Tasks" by reinforcing the Curricular Planning Team.
4. School self-evaluation is carried out according to the guidance of EDB.
5. All-rounded extra-curricular activities.

Teacher Professional Training & Development:

Peer observation, collaborative planning.

Others

1. Cater for learning diversities
2. questioning techniques.



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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
Ven. Sik Ku Tay	Ms. Fong Tze Hang	Established	Aided Whole Day	Co-ed	Buddhism
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
Heung Hoi Ching Kok Lin Association	Awaken conscience, inculcate morality, nurture decent deeds and appearance.	1982	Chinese	Nanny van	About 2000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
			Yes	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	Charges/Fees for Specific Purposes:\$395	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	Distance Learning Classroom, Meditation Room, Spiritual Garden, Baicao Garden, Organic Farm
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Computer Room, English Language Room, Music Room, Variety Hub, STEM in PE Experiential Centre, STEAM Lab.				Ramp, Accessible lift 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		44	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
100%	98%	31%	49%	26%	28%	46%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	4	3	4	4	4	4	23
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	4	4	3	5	4	4	24
Mode of teaching at different levels	Adopt activity approach and small class size setting in P.1 to P.6. Intensive remedial teaching programmes are offered for students with special learning needs. English lessons employing the NET scheme and English native speakers' teachers are also carried out in P.1 to P.6.							
Remarks	Our school will move to the New Millennium Campus in 2028. The area will be 3 times the size of the existing premises, but still belongs to school Nets 80 (Sheung Shui).							

Performance Assessment

Number of test(s) per year (P1 only)	2	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)	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
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	Adopt multiple means of assessments: Written assessments, listening tests, speaking assessments, project learning, investigating activities, model making, observation, presentation and online assessments etc. Adopt formative assessments and summative assessments. Formative assessment is used to replace examination for Primary 1 students.				
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 pupils in each class.				

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	8:10 AM	3:25 PM	11:55 AM - 12:50 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Developing an Active and Healthy School Campus – accumulate at least an average of 60 minutes per day of moderate – to vigorous-intensity physical activities across the week. Moreover, we implement School Healthy Policy and participate in The 'EatSmart@school.hk' Campaign.		School-based Mindfulness Curriculum, tutorials and class teachers' periods, Life Education Curriculum, interdisciplinary courses, reading lessons. DreamStarter activities are arranged to support students' learning and foster their academic achievement and behaviour. A wide variety of extra curricular activities are organized for nurturing students' multiple intelligence and fulfilling their psychological need.		

Life-wide Learning

Buddhist Youth Club, Boy Scouts, Brownies, CYC, Choir, Chinese Orchestra, harp, Flag Raising Team, Little Reporter, Swimming, Rugby, Volleyball, Basketball, Football, Table Tennis, Kin-ball, Rope Skipping, Unicycling, Dancing, Percussion Band, Chinese Painting, Cantonese Opera, Dragon and Lion Dance, Gardening, Pottery, Gifted Education, Mindfulness, Drum, Local and Overseas Learning Programmes, English Ambassadors, STEAM Ambassadors, PE Ambassadors, IT Ambassadors, Reading Ambassadors, Environmental Ambassadors etc.

School Mission

Aim for Buddhist Education and Student basis. Facilitating all rounded development through the learning of Buddhism in a pleasurable, friendly and caring environment. To nurture pupils to be good citizens with a strong sense of community, pupils who love our nation and are eager to serve people. To foster pupils' development in six different aspects of education, especially in spiritual education and to let students experience Buddhist spirit in their daily lives.

School Characteristics

School Management

School Management Organisation:

School Administrative Team manages and organizes different departments and job duties.

Incorporated Management Committee / School Management Committee / Management Committee:

In order to enhance the quality of school based management, the Incorporated Management Committee has been established.

School Green Policy:

Arouse the sense of environmental protection for teachers, non teaching staff and students. Promote education for sustainable development. It can also nurture their attitudes towards environmental protection and put environmentally friendly life into practice.

School's Major Concerns:

Promote values education, nurture the attributes and skills of life planning and enhance the diversity of reading literacy.

Learning and Teaching Plan

Learning & Teaching Strategies:

Multiple Intelligence Lessons: Provide pupils with extensive learning experience. Promote thematic cross curricular learning programmes and a variety of multilateral learning groups in order to enrich students' learning experiences. Implement school-based International Programme to let students explore the world.

Primary 1 to 6 students will join the DreamStarter Project. Through the learning process, students understand and realize the meaning of entrepreneurship. They learn how to solve their problems and their difficulties.

Financial Education: The Financially Literate Schools Programme. To nurture students to become 'Life Planners'.

Diversified exhibition platform: display student works and collect data for sharing and feedback.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Life Education: Jockey Club 'Peace and Awareness' Mindfulness Culture in Schools Initiative, The Campus of Hearts – Experiential Learning, Compassionate Children Pilot Programme, Shi Wan Value Education Literacy KOL Scheme, Environmental Conservation: "Green School" Programme.

Information Technology: E learning, STEAM education, Campus TV, Distance Learning Classroom, Online Learning Forum, New established STAEM Room (implement school-based STEAM curriculum).

Reading Schemes: Theme based Reading Scheme, Book Lovers' Club, Reading Award Scheme, Story-Telling, Good Book Recommendation by Teachers, Book Sharing Activity, Reading Sessions (Morning and Afternoon).

Project Learning: Address a real-world problem and lets students integrate and apply knowledge and skills in a STEAM task.

Development of Generic Skills:

With interactive teaching strategies and diversified teaching materials, teachers develop students' generic skills through formal and informal curriculum. In addition, our school has four full time native speaking English teachers (NETs) who provide students with a better English learning environment and Global Trekkers (a school-based international programme to let students explore the world).

Cultivation of Proper Values, Attitudes and Behaviours:

Cultivate the culture of gratitude and mindfulness. Enlighten students through Buddhism education and help students establish good morality by Having Good Intentions, Speaking Good Words and Doing Good Deeds. To develop students' positive life attitudes and our belief – 'I Can Do It!' so that they could take proper actions to deal with the challenges in their future life.

Student Support

Whole School Approach to Catering for Learner Diversity:

Substantial provisions are available for supporting children with special educational needs. The support is provided by the Student Support Team, which members include the school Principal, the Special Educational Needs Coordinator, teachers and school-based educational psychologists. Moreover, there are enhancement programmes designed for students who are keen on Mathematics and English subjects respectively. For gifted students, our school provides them with special programmes specified in developing their personal social skills and encourage them to participate in competitions. On the other hand, there are school-based after school student support programmes, coaching programmes, school-based speech therapy services etc., in order to cater to every student's needs.

Whole School Approach to Integrated Education:

The Student Support Team consists of the following members: Principal, vice principal, SENCO, School-based Educational Psychologist, School-based Speech Therapist, School Social Worker and Support teachers. Our school provides the students with remedial support groups, such as social skills training groups, school-based speech therapy and an Individual Education Plan which help students to get involved in life on campus.

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

Our school provides additional support for NCS students to facilitate their learning of 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:

The practice of enrichment class and enhancement class can cater to students' learning differences and develop the potential of students with different abilities.

Home-School Co-operation and School Ethos

Home-School Co-operation:

PTA enhances the Home School co-operation and the school development. Our school has set up a parents' network and parent education programme. It allows parents to share and exchange experience. The parent volunteers also provide service for our school for different occasions and events.

School Ethos:

Promote the sense of "Benefit each other" through Buddhist Education so as to develop the pleasurable, friendly, caring school culture with gratitude and mindfulness.

Future Development

School Development Plan:

1. Continuous nurture.
2. Enhance students' sense of home and national identity through experiential learning.
3. Promote mindfulness culture.
4. Enhance the diversity of reading literacy.
5. Enhance the effectiveness of learning and teaching.
6. Build a solid foundation for students' career planning.

Teacher Professional Training & Development:

All teachers participate in at least 150 hours of continuous professional development activities during the three-year cycle, including seminars, workshops, professional learning tours for teachers, experience sharing sessions, peer lesson observation and evaluation, online courses, courses on the Constitution, Basic Law and National Security Law, etc.

Others

"New Generation Financial and Technology Designers' Programme", Sister School Exchange Scheme, STEM in PE Program, Gained rewards in the following competitions: Asian English Usage Contest, Canadian English Writing Invitational Contest, Hong Kong Taoist Association Tang Hin Memorial Secondary School – P6 Academic Contest, Jing Ying Cup Composition Competition, Guangdong- Hong Kong – Macao Greater Bay Area Mathematical Olympiad Big Bay Bei, Hong Kong Schools Speech Festival and Hong Kong Schools Music Festival, BNCL Certificate' Putonghua Speech Competition, TOFEL Junior Standard Test, Thailand International Mathematical Olympiad, North District Primary School Talent Competition, Coding Drone Flying Challenge, Jockey Club Community Sustainability Fund Artistic Gymnastics etc.



香港正覺蓮社佛教正慧小學
HHCKLA Buddhist Wisdom Primary School

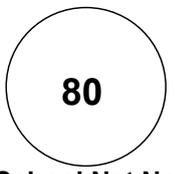
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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ven. Sik Ku Tay	Principal Lio Sio Leng	Established	Aided Whole Day	Co-ed	Buddhism
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					88%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Heung Hoi Ching Kok Lin Association	To cultivate values and morals in students according to the teachings of Buddhism; to shape decent manners and appearance among students.	2003	Chinese	Nanny van	About 7000 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	\$400	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	4	1	1	Civic Education Interactive Station, Green Kitchen, Greenhouse, Amphitheatre, Basketball court, Football pitch, 4-lane running track and Play spaces.
Special Room(s)			Facility(ies) for Supporting Students with Special Educational Needs	
Mr. Chan Hung Sum Hall, Campus TV Studio, Visual Arts Room, Electronic Keyboard(Music) Room, Computer Rooms, Lecture Theatre, STEM Room, English Wonderland, Chinese Cultural Room and Mindfulness Room etc.			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		60	
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
93%	100%	33%	53%	28%	30%	42%

Class Structure

							P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year							No. of classes	5	4	5	5	5	5	29
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)							No. of classes	5	5	4	5	5	5	29
Mode of teaching at different levels		2025-2026 Academic Year: 1. Small Class teaching in P.1-P.6. 2. A dual-class teacher system is implemented in P.1.												
Remarks		The BYOD program is implemented for students in Primary 4 - 6. Relevant applications are provided to support students' learning with tablets. Students can participate in various e-learning interactions both in and out of the classroom, ultimately improving the effectiveness of learning and teaching.												

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
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	Aside from written assessments, diversified modes of assessment are adopted to continually enhance the effectiveness of Assessment for Learning. These include project learning, students' in-class performance and attitude, personal attitude and various essential skills. The use of multiple assessment modes aims to promote the effective learning of students and inform learning and teaching.				
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.4 students are evenly allocated into classes based on average scores. P.5 and P.6 students are streamed 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	35 mins	8:05 AM	2:45 PM	12:40 PM - 1:45 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and brought to school by students.	To help students lead a healthy lifestyle, establish positive attitudes and values, develop life skills, and resist temptation.		1. On Wednesdays, the school ends at 12:40 pm and there is a "specialized training" period for students in the afternoon. (Students can freely choose to participate in paid interest classes.) 2. On Fridays, there are Multiple Intelligences Programme and moral education classes to promote students' physical and mental development.		

Life-wide Learning

Arts and Sports Programme, Multiple Intelligences Programme, Chinese Cultural Heritage Programme, Students' Activities Committee, Chinese Society, English Ambassadors, Social Service Ambassadors, Elite in Maker (STEM Education), Visual Arts Ambassadors, Student Librarians, Student Master of Ceremonies, English & Cantonese Drama Teams, English Puppetry Team, Interest Classes, School Team Trainings, Uniformed Groups and Student Service-learning Teams.

School Mission

We aim to enable every student to discover, and fulfill one's true potential through both academic and social activities. As an integral part of Buddhist values, we encourage all students to show respect to others, property and themselves. We strive to nurture and develop the unique gifts of individuals and to empower them to create a better world.

School Characteristics

School Management

School Management Organisation:

The school-based administration framework includes the Incorporated Management Committee, the School Development Committee, the School Administration Committee and other functional teams. We aim at achieving self-improvement through school self-evaluation.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee includes: the Supervisor, Sponsoring Body Managers, the Principal, Teacher Managers, Parent Managers, Alumni Managers and Independent Manager.

School Green Policy:

Students are encouraged to adopt an environmentally friendly and low carbon lifestyle through various life-wide learning activities. With the help of Green Ambassadors, students can learn from their peers and become responsible global citizens.

School's Major Concerns:

1. Build a practical platform to promote students' positive growth.
2. Strengthen the implementation of diversified learning models to enhance learning and teaching effectiveness.

Learning and Teaching Plan

Learning & Teaching Strategies:

Responding to the need for changes, our school has advanced into a new phase of ongoing curriculum renewal among different subjects. To develop students' generic skills, a multi-dimensional learning approach is used to facilitate students' learning. Various teaching strategies are adopted according to students' developmental characteristics at different stages. Students' learning experience is enhanced through life-wide learning and cross-curricular activities. This helps students learn in a pleasant and effective way.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. To make good use of learning time and create space, the school utilizes information technology to support teaching before, during, and after classes, enhancing students' self-directed learning.
2. Optimize campus environment, establish a pleasant reading atmosphere, and encourage students to actively engage in reading and build their reading confidence.
3. The school establishes various practical platforms, allowing students to apply what they have learned. Training programs such as the Chinese Language Society, Putonghua ambassadors, English ambassadors, and campus journalists are implemented to enhance students' abilities in bilingual and trilingual communication.

Development of Generic Skills:

1. Students' generic skills are developed and strengthened through formal lessons and life-wide learning activities including Arts and Sports Programme, Chinese Cultural Heritage Programme, Multiple Intelligences Programme, Project Learning, Cross-curricular activities and Outdoor Learning Day.
2. Members of the service and leadership teams are entrusted with organizing activities and events, allowing them to practice communication and problem-solving skills through collaborative efforts.

Cultivation of Proper Values, Attitudes and Behaviours:

The school adopts the Whole School Approach to establish a school-based values education framework to promote positive values and attitudes. We experience Buddhism by developing the principle of "Cultivate all good". Furthermore, with the collaboration between different subjects and school activities, we develop and strengthen students' positive values and attitudes through classroom teaching as well as school and daily life experiences.

Student Support

Whole School Approach to Catering for Learner Diversity:

The Three-Tier Support Model and Early Identification are adopted. To cater for learning diversity, adaptation is made in learning, teaching and assessments. Various learning modes like in-class support, routine intervention, after-school remedial classes and school team training are organized so that students can develop to their full capacity. Enrichment programmes to expand students' scope of knowledge and learning skills are also provided.

Whole School Approach to Integrated Education:

The Student Support Team is established to collaborate with the school-based educational psychologist, school-based speech therapist, and to procure external professional services provided by the counselling psychologist. This aims to offer professional support to students with diverse learning needs through the Whole School Approach.

Curriculum Tailoring and Adaptation:

Curriculum and assessment adaptation to accommodate students with learning diversity.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The school holds Parents' Day three times per year for students of all levels. There are parent meetings and forums for new students in Primary one, evening parent meetings for Primary three, parent meetings for Primary five and six students on admission to Secondary one. There are two parent managers elected whose term of office is two years and there is also a parent coordinator in each class to facilitate the effectiveness of home-school communication. Some seminars and workshops are arranged regularly throughout the year to strengthen home-school co-operation assisted by Parent-Teacher Association. The parent volunteer team assists the school in implementing various activities and daily operations.

School Ethos:

With emphasis on Buddhist values, a caring, supportive and well-mannered environment is established. A school-based moral and civic education curriculum is designed to help students embrace positive values and attitudes towards the core values including respect, care, integrity, responsibility, perseverance and gratitude.

Future Development

School Development Plan:

Affective Education

The school makes optimal use of the school-based Buddhist values education and life-wide learning education to instill the moral virtues of "Cultivate all good" into students.

The school also promotes student mental health. Furthermore, the school continually utilises its resources to progress students' all-round development, especially in moral, physical, and spiritual aspects along with interpersonal skills.

Learning and Teaching

The school promotes students' learning efficacy, makes good use of learning time and adopts differentiated instructional strategies to cater for learner diversity. Also, the school builds a strong reading culture which gets students to develop a habit of reading and read with confidence.

Teacher Professional Training & Development:

1. The school provides school-based teacher professional training and development programmes together with subject-based professional sharing sessions such as collaborative lesson planning to cultivate a professional learning community. Teachers are encouraged to actively attend inter-school and inter-institutional development programmes to enhance the school's learning and teaching effectiveness.
2. Teacher professionalism is reinforced sustainably through Teacher Induction Scheme, collaborative teaching and lesson studies, etc.

Others

Twice awarded the Chief Executive's Award for Teaching Excellence (English Language Education KLA) and Certificate of Merit (Moral and Civic Education).

The 6th Outstanding Teaching Award for Moral Education.

The 5th Hi-Five Student Engagement Award Scheme - Emotional Engagement Award.

Team Championship (Overall), 1st and 3rd runner up (individual) in 22nd (2024-25) P6 Academic Contest by HKTA Tang Hin Memorial Secondary School.

Awarded 1st Runner-up in Choral Speaking, 4 first prizes, 1 second prizes and 7 third prizes in the 76th Hong Kong Schools Speech Festival.

Awarded Highly Commended Award in Chinese Dance (Lower Primary) category and the Excellence Award (Upper Primary) category in the 61st Schools Dance Festival.

Awarded first prize in the 20th Tai Po Sam Yuk Secondary School Writing Contest



金錢村何東學校 Kam Tsin Village Ho Tung School

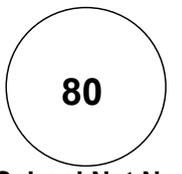
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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Hau Tim Kau	Ms. Ng Yuk Kei Cookie	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
Kam Tsin Village (School Board of Directors) Company Ltd.	Diligence, Thriftiness, Politeness, Righteousness	1954	Chinese	School Bus	About 6870 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
				Yes	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
-	-	-	\$310, for making Student ID cards, name stamps and photo copying fees etc.	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
20	1	1	1	Basketball Court, Recreation Ground, Mobile Library (Opening Hours: Every alternate Monday 10:00 am – 1:00 pm) except public holidays.
Special Room(s)			Facility(ies) for Supporting Students with Special Educational Needs	
Multimedia Learning Centre, Music room, Medical care room, Counselling room, Parents-Teachers Association Room, Mobile Campus TV, Kids Steam Room, Room I Can, Room I Am, Ecological House.			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		23	Total number of teachers in the school		24	
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%	38%	82%	-	17%	83%

Class Structure

		P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year		No. of classes	1	2	1	1	2	3	10
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)		No. of classes	2	1	2	1	1	2	9
Mode of teaching at different levels		1. Pull-out classes in P.2-P.6 for certain subjects. 2. "Read & Write" Chinese Programme is introduced in P.1-P.3. 3. Tutorial Classes, In-class Support, Elite Mathematics Classes, Remedial Classes and Programs for the gifted are held to cater for student diversity.							
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)	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	1. Two Summative Assessments for P.1-P.5 and three for P.6. 2. There are Formative assessments for P.1-P.5 students once each semester. 3. Formative Assessments: Subjects include Chinese and English Dictation and Writing, General Studies, P.E., Visual Arts, Putonghua and Computer Studies.				
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	1. Mixed gender. 2. Streaming in certain levels. 3. Pull-out classes in P.3-P.6 for certain subjects.				

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	8:25 AM	3:25 PM	1:00 PM - 2:00 PM
Lunch arrangement		Healthy school life		Remarks	
Provided by designated supplier and arranged by parents.		Different kinds of healthy activities: Morning Exercise, Team Training, Taekwondo, Inter-house Activities, Sports Day, Activities for the elderly, Life education and different kinds of seminars etc. There are themed speeches shared weekly by teachers during morning assembly.		'Tuesday life education, classroom management activities and moral education activities', 'Wednesday extra-curricular activities' and 'Thursday subject-based activities' sessions are introduced to encourage students to have positive attitude and a healthy life style.	

Life-wide Learning

1. In order to develop students' potential to the fullest, more than twenty different kinds of activities are held on 'Tuesday extra-curricular activities' session.
2. Theme Days: Chinese Culture Day, Music Festival, Christmas and School Anniversary Celebration, Sports Day, School Picnic, Education Camp, Exchange Programme, Community Service, Summer Activities, etc.
3. Others: Flag-raising team, Scouts, Student Librarians, Prefects, Volunteer team.

School Mission

With 'children-centred' approach adopted, we provide all-rounded education. Self-directed learning and development of students' potential occur under a joyful environment. Our emphasis on moral education is never less than our pursuit of academic performance. We equip our students to be good citizens with both knowledge and integrity.

School Characteristics

School Management

School Management Organisation:

With the Incorporated Management Committee being the highest authority, the Principal is responsible for making decisions for general school affairs and leading different departments to ensure proper implementation of school policies and 'Learning and Teaching'.

Incorporated Management Committee / School Management Committee / Management Committee:

Incorporated Management Committee was established in 2008. It consists of 22 managers.

School Green Policy:

1. Garbage Classification.
2. Reusable utensils.
3. Successful application of The Environment and Conservation Fund: School Greening, Food Waste Recycling, Setting up a Hydroponic System, etc.

School's Major Concerns:

1. We have implemented a "Children-centred" approach. This encourages students to learn with determination for self-improvement and live with morality for a better future.
2. We are creating a caring and happy campus for all students. It takes a village to raise a child.
3. We are also keeping pace with the times by pioneering interdisciplinary education in Artificial Intelligence (AI).

Learning and Teaching Plan

Learning & Teaching Strategies:

1. We feature 'VILLAGE' as the direction of our children-centred education: V-variety, I-innovation, L-leadership, L-learning, A-active, G-giving, E-enjoyment.
2. Independent thinking and self-directed learning skills are developed through various kinds of diversified activities.
3. Teachers guide students' learning of knowledge and pursuit of truth as facilitators.
4. Professional support from outside school: A school-based curriculum is developed with the assistance from Colleges and Universities, Curriculum Development Institute and School-based Support Services of Education Bureau.
5. Introduce innovative technology to integrate Information technology/Artificial technology (AI) into teaching/learning and school-based curriculum.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Reading and learning across the curriculum: encourage students from reading to learn by developing different reading programmes including daily morning reading sessions.
2. Nurturing students' media and information literacy: through making use of information technology with school WiFi connectable in learning, multi-media centre use at recess so students have more opportunities to engage in learning activities, coding and e-learning programmes are launched.
3. Strengthening Values Education: have 'Children World' group promotes life education and class building, moral and civic education activities and community serving programmes in the afternoon lessons.

Development of Generic Skills:

In order to provide richer learning experience and to develop students' communication skills, collaboration skills, creativity, study skills, an interdisciplinary curriculum was designed and launched in every afternoon. Students' different generic skills are developed through life-wide learning, field trips, enquiry-based tasks, etc.

Cultivation of Proper Values, Attitudes and Behaviours:

1. We promote positive values and attitudes through our school-based children-centred curriculum with the elements of "VILLAGE".
2. Integration of discipline and counselling/ Emphasis on the role of class teacher/ Double class teachers/ Class management lessons.
3. 'Wednesday life education and classroom management activities', 'Thursday moral education activities' sessions and 'Community serving programme' are introduced to encourage students to have positive attitude and a healthy life style.

Student Support

Whole School Approach to Catering for Learner Diversity:

The Student Support Team is formed, including Principal, SENCO, Teachers, School-based Educational Psychologist, Speech Therapist and Social Worker, to holistically support SEN students. We adopt diversified and step-by-step teaching methods to accommodate students of different abilities. Teaching assistants are arranged to provide in-class support and assistance to certain students in need. In addition, tutorials, remedial classes, pull-out classes, gifted education classes, Maths elite classes, etc. are also provided.

Whole School Approach to Integrated Education:

We adopt 'Whole School Approach' to support students with special educational needs. All staff of the school acknowledge the responsibility of establishing an inclusive environment to cater for the needs of all students. It is accomplished by curriculum accommodation, remedial classes and classroom support, etc. School-based Educational Psychologist, School-based Speech Therapist and School Social Worker assist in different aspects to provide a holistic and professional assessment and treatment. We also provide diversified groups, specific training and inspiring visits so that students can grow positively.

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:

Homework, dictation and assessment are adapted to facilitate students' demonstration of their learning outcomes. Levelled assignments are designed in Chinese, English and Maths. 'Read & Write' Chinese Programme is introduced in P.1-P.3. Textbook articles are tailored to suit students' need.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Parents-Teachers Association was established in 2001. Meetings, various workshops and parent-child activities are held regularly. A parent volunteer team is formed to help in lunch time and other school activities.

School Ethos:

We promote the integration of discipline and counselling to provide values, life and civic education. We aim to:

1. nurture students' sense of thankfulness;
2. develop students' sense of integrity, politeness and discipline;
3. establish good relationships between students and teachers and strengthen students sense of belonging to the school;
4. let students live out the four pillars of our school: Diligence, Thriftiness, Politeness and Righteousness.

Future Development

School Development Plan:

1. Promote "Children-centred Education" to develop positive cultural values.
2. Create a "Green ecological campus" with love.
3. Introduce innovative technology to integrate Information technology/Artificial technology (AI) into teaching and learning.

Teacher Professional Training & Development:

1. Three teacher development days are arranged annually.
2. Teachers participate in different kinds of seminars, workshops and other programmes.

Others

1. Sister Schools Exchange Scheme.
2. Overseas Study tours.



李志達紀念學校
Lee Chi Tat Memorial School

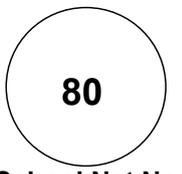
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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Lee Chee Kwong	Mr. Chiu Wai Kwong	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					89%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Lee Chi Tat Memorial School Fund Limited	Constant striving for excellence	1991	Chinese	-	About 6000 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
-	-	\$50	Annual Fees \$450	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	1	1	2	Rooms with air-conditioning, Vitality Court (recreational area), Counselling room, Basketball court, Indoor playground.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Multi-media language room, two computer rooms, RWI(Read Write Inc.)English Room, dancing room, student activity centre, two music rooms, remedial teaching room, arts room and robotics room.				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		57	Total number of teachers in the school			69
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
99%	100%	35%	41%	38%	28%	34%

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		Our school implements co-operative learning. Moreover, several enhancement groups and tutorial groups are held to offer support to those able students and those with specific learning difficulties, aiming to accelerate their learning abilities and improve overall academic results.												
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)	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	Formative assessment: to observe and evaluate their learning attitude and performance during normal lessons. Summative assessment: through term exam, final exam, moral performance, teachers' comment, academic and artistic 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	Non-streaming.				

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	7:55 AM	2:55 PM	12:00 PM - 12:50 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. The school encourages students to bring fruits for lunch. 2. Students have a 30-minute recess period to enjoy a variety of structured leisure activities every day. 3. Chi Tat Workout Exercise Programme.		School ends at 2:10 p.m. on Friday.		

Life-wide Learning

Through the multidisciplinary courses and a variety of extra-curricular activities, our school aims at enabling students to develop their potential. Our comprehensive activities, which comprise elements like outdoor learning, competitions, stage performances, cultural exchange and leadership training schemes, provide opportunities for students to learn and thrive not only in academic areas, but also in art, sports and value development because we place a strong emphasis on experiential learning.

School Mission

The mission of LCTMS is to provide "sunshine education" for children, so as to pave the way for whole-person development, language competence and character education. On the foundation of liberal arts education, we aim at nurturing students' creative, social and critical thinking skills by fostering a pleasant and dynamic learning environment. Our committed and inspiring teaching professionals strive to enable students to attain self-esteem and self-discipline; as well as to equip them with the social skills and innovative minds that are necessary for challenges in life.

School Characteristics

School Management

School Management Organisation:

The School Policy Committee (SPC), which is under our Incorporated Management Committee (IMC) is composed of the principal, department heads and teachers where the overall school policies are formulated, while the School Development Committee, the Learning and Teaching Development Committee, the School Ethos and Student Development Committee help implement the policies. Members of the committees include the administrators as well as teachers.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee was established in 2009.

School Green Policy:

In order to arouse students' awareness in environmental protection, the school organizes various activities of environmental protection, such as collection of old clothing, toys and storybooks. Besides, washable and reusable lunch boxes are being used.

School's Major Concerns:

1. Foster students' development of a healthy lifestyle and positive values and encourage them to explore personal interests and unlock their potential for balanced physical and mental growth.
2. Enhance students' learning effectiveness in innovative technologies through digital educational platforms.
3. Equip students with the ability to conduct project-based studies to facilitate the integration of knowledge across various learning domains.

Learning and Teaching Plan

Learning & Teaching Strategies:

Our school promotes 'holistic innovative education', which emphasizes cooperative learning and multi-sensory teaching. We designed an extensive curriculum based on experiential learning, allowing students to learn from experiences and become self-initiated learners. To broaden students' horizons, we also promote cross-curricular collaboration among teachers and encourage students to explore the correlation of different subjects.

Development of Major Renewed Emphases of the Primary Education Curriculum:

To foster our students' holistic development, our school focus on promoting national education, diverse experiences, and innovation and technology education. We incorporate Chinese cultural elements into our curriculums and organize various activities to enhance teachers' and students' understanding of Chinese culture and strengthen their sense of national identity. Besides, through providing diverse experiences, including services, outdoor visits and study tours, we aim to broaden our students' horizons, boost positive energy, build self-confidence, and develop leadership qualities. Our school also helps students enrich their understanding of future development opportunities through career planning courses. Furthermore, we have established a core team to lead the development of making use of technology across subjects to enhance teaching effectiveness. Through different STEAM activities, we equip students with the essential skills and inspire students to unleash their creativity.

Development of Generic Skills:

Students learn through co-operative learning. Children are able to develop their abilities of communication and cooperation, as well as their critical and analytical thinking.

Cultivation of Proper Values, Attitudes and Behaviours:

We understand that moral education can only be achieved under the positive influence from the school. Our school has always been dedicated to building a cohesive school culture, in which teachers are eager to inspire students and become their role-models. By engaging students in service to the school and the community, we strive to cultivate self-esteem, a sense of gratitude so that our students can fulfill their potential and show respect to others. We organize military training camps to enhance students' resilience, and overseas study tours, including trips to Singapore and Beijing, to broaden students' horizons and enable them to appreciate and respect different cultures.

Student Support

Whole School Approach to Catering for Learner Diversity:

Cooperative learning in our lessons creates an inclusive learning atmosphere that encourages the collaboration and knowledge exchange among students with different learning abilities. Our school also offers Intensive Remedial Classes, Enhancement Courses, Big Brothers/Sisters Scheme and Study Groups to cater for learner diversity. Besides, our internal teacher training largely emphasizes on formulating and implementing teaching strategies in order to accommodate the different learning styles and interests of students. Apart from that, we believe that parents are essential partners in the whole school approach. Therefore, we always work in close partnership with parents in order to offer a balanced education catering individual learning needs.

Whole School Approach to Integrated Education:

The core members of the student support team includes the school principal, vice principals, Special Educational Needs Coordinator (SENCO), teachers and school social workers. The school utilizes different resources, including Learning Support Grant and School-based Educational Psychology Service. Through cooperating with professional organizations, our school aims at supporting students with special educational needs in different aspects.

Curriculum Tailoring and Adaptation:

With reference to the Enhancement and Enrichment Scheme, our school puts emphasis on catering for learners' individual differences. We adapt the curriculum to suit our students' learning abilities, interests and needs. The implementation of Cooperative Learning, which enhances interactions among students in class and in groups, further enlightens our students' learning.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Our school puts great effort on home-school cooperation. We believe we share the same goals as parents do—to provide the best for their children. Therefore, our school always work hand-in-hand with parents by encouraging them to be voluntary helpers of school events and activities.

School Ethos:

An ethos of simplicity as shown in the students' respect to teachers. Teachers' care, appreciation and support helps build up a pleasant learning atmosphere. Moreover, all-rounded tutorial courses and after school activities are effectively implemented to help students achieve balanced development of different areas. There are enhancement courses for outstanding students to encourage their participation in inter-school competition. Ability streaming helps to cater for students' educational needs and learning differences.

Future Development

School Development Plan:

1. We utilize an optimized language teaching approach in combination with an interdisciplinary reading programme.
2. Foster the development of STEAM education to nurture the next generation of professionals.
3. Enhance the teaching of Chinese language to sharpen students' reading and writing skills.
4. Integrate music and library resources to spark students' interest in English learning and hone their reading and speaking skills.
5. Emphasize the vertical design of our mathematics curriculum to enhance students' problem-solving abilities.
6. Develop a school-based STEAM curriculum to cultivate students' high-order thinking and hands-on skills.

Teacher Professional Training & Development:

Teachers are encouraged to pursue academic courses to enrich subject knowledge. In addition, the school also makes use of school-based workshops on particular themes and sharing sessions in regular subjects' meetings to strengthen teachers' teaching effectiveness and further enrich their professional development.

Others

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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. Chong Kam Ning	Ms. Lam Yuen 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					82%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Shek Wu Public School Ltd.	Filial piety, Trustworthiness, Propriety and Righteousness	1961	Chinese	Nanny van	About 3000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
			Yes	Yes	
4Rs Mental Health Charter	Yes	Whole School Health Programme		Pledged School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	-	\$450	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	Our school is covered with Wi-Fi and equipped with LED Wall. There are computers, electronic white boards, projectors and campus TVs in classrooms.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Nine (1 STEM LAB, 1 Computer Room, 1 English Room, 1 Art Room, 1 Music Room, 1 Brownie and Scout Room, 1 Play Room, 1 Campus TV Studio, 1 Robotics Lab).				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		39	Total number of teachers in the school			42
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%	38%	68%	7%	7%	86%

Class Structure

							P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year							No. of classes	3	2	3	4	4	4	20
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)							No. of classes	3	3	2	3	4	4	19
Mode of teaching at different levels							Small class teaching is adopted for P.1 to P.6 classes. Appreciation teaching strategies are used to encourage pupils' active learning in class. Group works are designed for pupils to enhance their collaboration skills and communication skills, and also to cater for the learners' diversity. There are also classes for students with different abilities.							
Remarks														

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)	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
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	Our school adopts "Diversified Assessment for Learning" such as project learning, group reporting, practical assessment, formative assessment, self assessment and peer assessment.				
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	Streaming according to academic results for P.4 to P.6 classes.				

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	35 mins	8:10 AM	3:20 PM	12:40 PM - 1:30 PM
Lunch arrangement	Healthy school life	Remarks			
Provided by designated supplier and arranged by parents.	Healthy School Policy is implemented. Moral education curriculum and different modes of activities, such as The Month of Fruit, are promoted so that teachers and students can develop healthy living concept, positive outlook on life and values.	On Tuesdays, Wednesdays and Thursdays, there are Morning Reading Lessons. On Wednesdays, there are Civic Education and Personal Development Lessons, Chinese Culture Lessons. On Thursdays, students learn our school-based Chinese Cultural curriculum. On Fridays, there is flag raising Ceremony and students participate in Scout or Brownie activities. Students can also join many activities on Saturdays and after school.			

Life-wide Learning

"Learning Beyond Classroom" activities, Study Tour, Experiential Learning Activity, English Drama Group, Cambridge English Course for young learners, International Mathematical Olympiad Group, Painting Group, Chinese and Western Musical Instrument Group, Percussion Group, The School Choir, Dance Group, Ball Games Training Group, Athletic Group, Taekwondo Group, Fencing Group, Martial Arts Group, Trick Cycling Group, Acrobatic and Magic Tricks Group, Computer Group, Coding Program, Community Youth Club.

School Mission

Our school motto is "Educating students to be obedient to parents, trustworthy, polite and righteous". We aim to nurture students in good conduct and self-confidence so as to develop them as a whole person.

School Characteristics

School Management

School Management Organisation:

Under the leadership of the school committee, the Incorporated Management Committee has been established to foster the development of the school. All teams, developmental; administrative; curriculum and school affairs teams work together to develop all aspects of the school.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee has been established since August 2013. Membership includes representatives of the school committee, principal, teachers, parents, alumni and independent members.

School Green Policy:

A variety of environmental protection activities, such as Solar Energy scheme, Class Environmental Protection Leaders, the Books and Clothing Recycling Program, the Flowerpot Design Competition, are held throughout the year.

School's Major Concerns:

1. Strengthening students' confidence.
2. Enhancing students' well-being.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Appreciation teaching strategies are used to encourage students' motivation in learning.
2. In order to enhance students' learning motivation, a wide range of experiential learning activities are held.
3. Self-directed learning strategies and high order thinking skill are taught so as to enhance students' ability of self-directed learning.
4. Learning tasks enhancing students' communication and speaking skill are designed.
5. Implement BYOD, develop e-learning which is effective in enhancing teacher-student interaction and catering the learning diversity.
6. Implement STEAM Curriculum and inquiry based learning activities to build pupils' learning motivation, creativity and problem solving skills.
7. Implement school-based curriculum such as P.1 Integrated Lessons, Chinese cultural curriculum, Reading and Writing scheme, Picture Book Teaching Program, Phonics Program, International Mathematical Olympiad Program, STEAM Program, High Order Thinking and Coding Program.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Strengthening values education (including life education, national education and national security education).
2. Making good use of learning time and creating space to promote a balanced physical and mental development.
3. Enriching life-wide learning experiences and promoting whole-person development.
4. Better catering for learner diversity, strengthening students' confidence.
5. Caring for students' mental health, enhancing students' well-being.
6. Reinforcing STEAM education, and nurturing students' media and information literacy.
7. Strengthening cross-curricular learning and reading across the curriculum for developing lifelong learning capabilities.
8. Enhancing assessment literacy for promoting learning and teaching effectiveness.

Development of Generic Skills:

Students are motivated by the interactive classroom activities, Scouts, Class management activities, Brownies, project learning, Life-wide learning programmes, whole-level activities, extra-curriculum activities. Students develop learning strategies and strengthen their generic skills in learning.

Cultivation of Proper Values, Attitudes and Behaviours:

Moral education lessons, Class management activities, Chinese cultural curriculum, Brownie & Scout activities, Service Learning programs, moral and national education activities, different schemes are designed to develop students' positive values and attitude towards life.

Student Support

Whole School Approach to Catering for Learner Diversity:

Bridging Programs are provided for P.1 and P.6 students. Different teaching strategies are adopted to cater for students' different learning styles and needs. After-school remedial classes and classes developing the potentials of students are established. Moreover, a variety of activities are provided for students with different talents.

Whole School Approach to Integrated Education:

The Student Support Team (SST) is established to provide professional support to students with special educational needs through the Whole School Approach and Three-tier Intervention Model. Members of the SST include the Vice Principal, Special Educational Needs Coordinator, Curriculum Coordinator, Assessment Coordinator, Special Educational Needs Support Teachers, Student Guidance Counselors, School-based Educational Psychologist, School-based Speech Therapist and School Social Worker. They provide appropriate support to students and families in need.

Curriculum Tailoring and Adaptation:

Accommodations on curriculum, homework and assessment, as well as specific assessments and therapies, are provided for SEN Students. Moreover, enrichment activities are organized to optimize students' performance.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Home-School communication is enhanced through regular "Caring Calls", communication apps, Whole Level Parents' Meetings and Whole School Parents' Days. "Parents' Campus" and Parent Helpers Team are established. Hold special events, such as the Picnic Day, Parent-child Relay, Parent-child Planting Competition and Parent-child Computer Classes annually.

School Ethos:

Our students are obedient, polite and respect teachers. Caring and appreciative culture have been built in our school. Peer relation and student-teacher relation are harmonious. Students appreciate each other. As a variety of activities are provided, students enjoy their school life very much. Moreover, the principle "I can do the best" is emphasized, students are encouraged to develop their potential, to be confident and positive in facing challenges in different aspects of their life.

Future Development

School Development Plan:

1. Strengthening students' confidence.
2. Enhancing students' well-being.

Teacher Professional Training & Development:

Teachers take part in seminars, workshops, professional development days, sharing sessions, co-planning meetings, peer lesson observations regularly. Teachers also participate in different "School-based Support Services" programs organised by EDB and Universities.

Others

1. We are selected to be one of the best 40 Best Primary Schools in Hong Kong.
2. Teachers got the Outstanding Award in the 7th Outstanding Teaching Award for Moral Education.
3. We are one of the Coolthink Network schools. We implement Scratch and ApplInventor Computational and AI curriculum.
4. Students got the Golden Bauhinia Award and the Super Brownie Award.
5. Students got the Outstanding CYC Member Award.
6. In the Speech Festival, we have 8 first runners-up, 9 second runners-up and 86 Merits.



School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Dr. Yim Chi Shing	Ms. Yeung Oi Kwan Josephine	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					53%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Anglican (Hong Kong) Primary Schools Council Limited	Not to be served but to serve	1989	Chinese	Nanny van	About 4000 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		Pledged School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$30	\$400	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	Infinity wall, Green gallery, organic garden.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
English reading room, activity room, computer room, 2 music rooms, STEAM room, pottery room, environmental protection resources room, campus TV, broadcasting station, contemplation room.				Ramp and Accessible lift.

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

Number of teaching posts in the approved establishment		48	Total number of teachers in the school		48
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
100%	100%	33%	60%	4%	20%
				10 years or above	76%

Class Structure

							P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year							No. of classes	4	4	4	4	4	4	24
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)							No. of classes	4	4	4	4	4	4	24
Mode of teaching at different levels		Set up remedial and extending classes to help students with different learning needs.												
Remarks		Starting from Grade 4, the Bring Your Own Device (BYOD) policy is implemented												

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					No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					No
Diversified Assessment for Learning	Besides using summative assessment, our teachers always observe the learning attitude and ability of the students and give immediate feedback for them to improve themselves. We carry out formative assessment through different types of reflection, projects, reading programmes, student portfolios and 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	P.1 - P.3: Mixed ability classes. P.4 - P.6: One of the classes - students with high learning autonomy; The other three classes - mixed ability classes.				

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	8:15 AM	3:30 PM	11:45 AM - 12:40 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	The school continues to promote a "Healthy Campus" lifestyle by regularly conducting fitness exercises, spine care routines, and rope skipping activities to enhance students' physical development and posture. Additionally, large-scale events such as the "Rope Skipping Fun Day", Swimming Gala, and Sports Day are organized to foster an energetic and participative school atmosphere.		The school offers enhancement, remedial, support, and enrichment classes before morning assemblies and after regular lessons each day to cater to students' diverse learning needs and improve learning effectiveness. Extracurricular activities are held after school or on weekends, providing students with opportunities to explore a wide range of interests beyond the classroom and to promote holistic development.		

Life-wide Learning

We have different types of extra-curricular activities for our students such as: golf, badminton, table tennis, basketball, football, volleyball, tennis, swimming, athletics, sand animation, guzheng, erhu, Chinese drums, guitars, ukulele, handchimes, handbells, violins, flutes, recorders, choir, dancing, light clay, ceramic art, choral speaking, Chinese & English drama, Puppetry, Maths, computer programming, Drone Applications and Programming, robot making, Lego, Brownies, Community Youth Club, The Boys' Brigade, Hong Kong, Cub Scouts, etc.

School Mission

- To develop students a sense of moral and spiritual integrity based on Christian principles.
- To provide quality education and training for the whole person, with a balanced emphasis on spiritual, moral, intellectual, physical, social and aesthetic development.
- To nurture students to become good citizens in order to serve the society, the country and the world.

School Characteristics

School Management

School Management Organisation:

Our school is under the supervision of Anglican (Hong Kong) Primary Schools Council Limited.

Incorporated Management Committee / School Management Committee / Management Committee:

SKH Wing Chun Primary School Incorporated Management Corporation.

School Green Policy:

1. Complying with all environmental laws and regulations.
2. Reducing, Reusing, Replacing & Recycling.
3. Reducing the production of pollutants.
4. Choosing environmentally-friendly products.
5. Promoting green practices within and outside the school.
6. Greening the school.

School's Major Concerns:

1. To optimise the curriculum and emerge students' potential.
2. To promote positive education and be willing to assist people.

Learning and Teaching Plan

Learning & Teaching Strategies:

The school makes effective use of students' time on campus by providing diverse learning opportunities that incorporate various educational elements to enrich their learning experiences. Emphasis is placed on nurturing students' spiritual development and enhancing their proficiency in biliteracy and trilingualism.

Through a wide range of holistic and diversified learning activities, the school addresses students' learning needs and upholds a student-centred educational philosophy.

Interdisciplinary collaboration is encouraged to promote cross-curricular learning, fostering knowledge integration and application.

Small-class teaching and group learning strategies are adopted to enhance student engagement and learning effectiveness. Both whole-class and pull-out gifted education programmes are implemented to cater learner diversity and support students in realising their potential.

E-learning resources are effectively utilised to promote self-directed learning and to strengthen the interactivity.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Strengthen values education, including life education, national identity, and national security education.
2. Make effective use of lesson time to create space for balanced physical and mental development.
3. Enhance classroom and life-wide learning activities by increasing experiential learning opportunities to enrich students' all-round learning experiences.
4. Boost learning interest among students with lower academic performance, cultivate a pursuit of excellence, and develop students' potential in music, physical education, and the arts.
5. Utilise assessment data to analyse and enhance the effectiveness of teaching and learning.
6. Develop school-based interdisciplinary curricula and foster a love of reading among students.
7. Strengthen STEAM education and cultivate students' media and information literacy.

Development of Generic Skills:

Through cross-curricular project-based learning, students' generic skills are strengthened and their learning horizons are broadened.

Cultivation of Proper Values, Attitudes and Behaviours:

The school establishes character education themes each year to systematically nurture students' good morals and reinforce positive behavior. Through class management, growth lessons, various service learning, and environmental activities, the school actively promotes moral education and civic responsibility, cultivating a spirit of caring for the community and serving others among students. At the same time, the school implements the "Positive Role Model Incentive Program" and various grade-level activities to help students build a positive self-image, foster an optimistic outlook on life, and promote healthy physical and mental development.

Student Support

Whole School Approach to Catering for Learner Diversity:

Implement different counselling and growth programmes such as P.1 bridging course, the early identification and intervention programme for P.1 students with learning difficulties', remedial classes of different levels and support from school-based educational psychologist and speech therapist.

Whole School Approach to Integrated Education:

School-based educational psychologist, school social worker and school-based speech therapist are provided. Specific measures in supporting students with SEN (e.g. teaching adaptation and assessment accommodation, remedial learning groups, training on social skills, school-based speech therapy services), mechanism in soliciting parents' views and discussion on student progress.

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

Curriculum Tailoring and Adaptation:

Homework and assessment adjustment for students with SPLD.

Top-notch teaching for students with high ability.

Home-School Co-operation and School Ethos

Home-School Co-operation:

To conduct different activities to promote the sharing of teaching children.

School Ethos:

The school actively promotes evangelistic work for students and parents, striving to establish correct values and attitudes among students. Through activities such as parent-teacher appreciation events, educational camps, flag-selling fundraisers, and visits to nursing homes, we create a caring and supportive campus environment. This enables students to embody the spirit of "Not to be served but to serve" and enhances their sense of social responsibility and awareness of inclusivity through practical engagement.

Future Development

School Development Plan:

1. Promote cross-curricular learning and teaching to enrich students' learning experiences.
2. Develop e-learning resources and make good use of assessment to enhance teaching and learning.
3. Foster multiple intelligences to promote holistic development.
4. Cultivate students' pursuit of excellence and readiness to face global challenges.
5. Enhance students' understanding of national security education to become law-abiding citizens who love Hong Kong and the nation.
6. Create a positive school atmosphere to develop students' self-management skills and positive values.
7. Equip parents through parenting programs to jointly build students' positive character.
8. Nurture a spirit of service among students.

Teacher Professional Training & Development:

To encourage teachers' professional growth in order to suit the school development plan.

Others

Awards:

North District Outstanding Students; Tang Hin P.6 Academic Contest; North District Story-telling Competition; School Creative Music Showcase; Hong Kong School Drama Festival; Hong Kong Creative Drama Festival; Hong Kong Schools Music and Speech Festival; Different sports competitions such as table tennis, golf, football, badminton, volleyball, athletics, etc.

Exchange and visits:

Mainland inspection activity for P.5; Study tours (London, Singapore, Nanjing, etc.) for P.4 - P.6.



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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. Lee Chee Kwong	Miss Tang Sin Chun	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
Lee Chi Tat Memorial Fund Ltd	Constantly strive for self-perfection.	2003	Chinese	Nanny van	About 6500 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
			Yes	Yes	
4Rs Mental Health Charter	Yes	Whole School Health Programme		Pledged School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$50	\$450 (School-based management fee)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	1	1	2	Garden and greenhouse on the ground floor. Each classroom is equipped with computers and audio-visual equipment.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Multi-media Language Center (MMLC), Dancing Room, 2 Music Rooms, English Reading Room, Visual Art Room, Multi-functional Room (or Multi-purpose Conference Room), Teaching Resources Rooms.				Accessible lift, Accessible toilet and Braille and tactile floor plan.

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

Number of teaching posts in the approved establishment		57	Total number of teachers in the school		68	
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
81%	100%	37%	41%	32%	24%	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							1. Implement small class teaching and normal class grouping. 2. Students have interactive lessons in a group of four with cooperative learning methods. 3. Promote Liberal Arts Education and experience-based courses.							
Remarks							Provide support for pupils with special learning difficulties and enhance their academic performance. Gifted and Talented Programs and Brightstar Project are provided for students to unleash their potential.							

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)	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	Formative Assessment is greatly emphasized to keep track of pupils' daily learning performance. Two written examinations as Summative Assessment.				
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 pupils in each class. No elite classes.				

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	7:55 AM	2:50 PM	12:30 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and / or delivered by parents, students bring their own food.	Promote a healthy school life with a variety of activities and program, including Brain Gym Exercise, Recess Activity Zone, Eat Smart School Accreditation Scheme and 5-S Method Classroom Management.		Reading lessons, Reading and Performance Period, Growth lessons, Weekly Assembly and Multiple Intelligence Programme are established to fulfil students' physical and mental needs comprehensively.		

Life-wide Learning

Develop students' multiple intelligence through multiple intelligence programmes, covering the academic, artistic, sports, interests and moral aspects. It covers a wide variety of activities and puts great emphasis on experiential learning. Primary 1-6 students participate in innovative experiential outdoor learning programmes. P.4-P.6 pupils go on overseas learning trips.

School Mission

Sun education as our school mission. Provide holistic education for children. We lay emphasis on language and moral development, provide liberal arts and creative education for pupils to develop their self-discipline, self-love, communicative competency and creativity. Teachers provide pleasurable and effective learning for pupils through pastoral care, appreciative approach and the provision of successful learning experiences.

School Characteristics

School Management

School Management Organisation:

Under the IMC supervision, the Principal and teachers formed the School Policy Committee to give a strategic guide for the development of the school. Established different administrative groups to implement various development projects.

Incorporated Management Committee / School Management Committee / Management Committee:

Established Incorporated Management Committee in 2006.

School Green Policy:

Daily life committed to the implementation of environmental activities, green campus, recycling, saving energy and reducing waste.

School's Major Concerns:

1. Cultivate students to have a healthy lifestyle, develop personal interests and potential, foster interest and basic appreciation in physical and artistic activities, and achieve balanced physical and mental development.
2. Strengthen media and information literacy education to cultivate students' correct values and attitudes.
3. Promote lifelong learning abilities in students through the implementation of digital education platforms.
4. Develop students' interdisciplinary learning abilities, enabling them to integrate knowledge from different learning domains.

Learning and Teaching Plan

Learning & Teaching Strategies:

Provide multiple intelligence programme to cultivate pupils' artistic, cultural, sports and multiple intelligence development. Promote experiential learning and cross-subject collaboration in project learning.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Promote digital education to align with future global trends.
2. Emphasize the development of language and arts education.
3. Foster interdisciplinary learning through project-based research platforms.

Development of Generic Skills:

To enhance the development of pupils' nine generic skills through the implementation of curriculum rationale, experiential learning and co-operative Learning.

Cultivation of Proper Values, Attitudes and Behaviours:

The school focuses on communication between teachers and students, through cooperation to complete tasks to enhance the sense of belonging of students. Children are believed to have their own strengths, thus they are encouraged to join different services to build confidence. Coupled with diversity of rewards or praise, so that students learn to appreciate themselves and others. In addition, the school organizes adventure activities and military training camps to enhance students' resilience to changing environments. As for Singapore and Beijing tour, the purpose is to broaden the student's vision, learn to appreciate different cultures and respect others.

Student Support

Whole School Approach to Catering for Learner Diversity:

We use cooperative learning and our teachers regularly learn different teaching strategies to meet the needs of different students. The school encourages the parents to become school volunteers in different activities to support students with different learning needs.

Whole School Approach to Integrated Education:

We provide homework counseling, school-based speech therapy services, school-based educational psychology services, reading and writing groups, and concentration group. Additionally, we organize adaptation courses and lectures for Primary One students and parents, and organize parent volunteers and senior students to provide tuition for students in need. We also invite professional and experienced teachers in special schools to hold school-wide teacher workshops and parent talks to share strategies for taking care of students with special educational needs.

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:

Measures for Catering for Learner Differences.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Parents are considered to be our working partners. They provide manpower and help to facilitate the running of school affairs.

School Ethos:

- School ethos are simple.
- Pupils respect their teachers.
- Teachers provide caring education and create a love for lifelong learning.
- Teachers act as both instructors and friends of pupils.

Future Development

School Development Plan:

Continue to develop STEAM education and diversified courses to help students broaden their horizons, increase their knowledge, plan for future development, in order to contribute themselves to our country and society in the future.

Teacher Professional Training & Development:

Teachers' Professional Development: focus on educational seminars and professional development to encourage teachers continuing lifelong learning. The school often organizes professional development activities to enhance the professional quality of teachers.

Others

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東莞學校 Tung Koon School

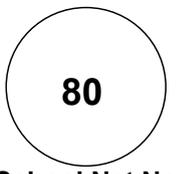
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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Supervisor Yip Yiu Shing Chris, M.H.	Principal Ng Mei Wah	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
The Tung Koon District General Association Charitable Foundation Limited	Please refer to Chinese version.	1959	Chinese	School Bus; Nanny van	About 5070 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
-	-	\$30	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
20	1	1	1	Ecological garden
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
A computer room, a music room, a STEAM Laboratory and a medical 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		29	Total number of teachers in the school			30
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
93%	100%	20%	64%	16%	17%	67%

Class Structure

		P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year		No. of classes	2	2	1	2	3	4	14
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)		No. of classes	2	2	2	1	2	3	12
Mode of teaching at different levels		Small class teaching mode. Cooperative learning to enhance learning effectiveness.							
Remarks		Two NET teachers work cooperatively to enhance English Language teaching. Space Town Programme and PEEGS Programme are implemented to promote effective English language learning. Arrange tiered support for learning; adaptive learning strategies, remedial programmes and gifted education are adopted.							

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)	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
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	To enable effective feedback by conducting diverse modes of assessment activities for different subjects. Formative assessment includes self-assessment, peer assessment and teachers' effective feedback. There are different modes of assessment to facilitate student learning, such as oral examination, group discussion, group presentation and project learning.				
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: Mixed ability classes. - P.4 - P.6: Group according to 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	9	35 mins	8:15 AM	3:15 PM	12:30 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	To fully support students' physical and mental development, we carry out regular activities that promote their health and well-being, such as mindfulness meditation, healthy eating, mental health, posture exercises, SmartFun Campus, sports day, play therapy and horticultural therapy.		- A multi-modal learning period is set up to provide a variety of activities for the participation of all students on Wednesdays. There will be a public performance for students to show their learning outcomes. - Different types of training and learning support courses are arranged on weekdays to enrich students' development in academic, physical and arts aspects.		

Life-wide Learning

Service learning: Scouts, Junior Police Call, Volunteer Service Team and flag-selling.

Values Education: Study Tours, Education Camp, Eco Tours, talent shows, end-of-year showcase, field trips and visits.

Intellectual Development: Oral skill training for Chinese and English language, Writing Classes, Phonics Classes, Math Olympiad Classes, STEM and STEAM Classes.

Physical and Aesthetic Development: Choir, violin, basketball, football, swimming, dancing, skipping, taekwondo, track and field.

School Mission

We are committed to our learners and promote whole-person development to enhance quality education, to establish a happy learning environment with a sense of belonging for all, to foster our learners' potential talents, to encourage positive values and attitudes to contribute to our community and society.

School Characteristics

School Management

School Management Organisation:

Strong team work is employed to manage the school. We have four key working cores: Management and Organisation, Teaching and Learning, Student Support and School Ethos, Student Performance. All the core groups are led by the school principal and the vice principal. To make our development more efficient and effective, "Plan-Implement-Evaluate" is used.

Incorporated Management Committee / School Management Committee / Management Committee:

IMC members include school supervisors, managers, principal, teachers, parents, alumni and notable community members. (Please refer to our school website for details.)

School Green Policy:

A working group coordinates the green policy and our school-based environmental studies. Integrates our school-based environmental studies into General Studies curriculum, connects knowledge with practice. Students are encouraged to reuse items, participate in various recycling schemes and take part in the kitchen waste compost programme. By joining Green School 2.0 (Solar Harvest - Solar Energy Support Scheme and Energy Smart Programme), our goal is to enhance students' application and attitude towards solar energy and energy saving.

School's Major Concerns:

1. Enrich students' learning experiences and enhance learning and teaching effectiveness.
2. Foster students' proper values and attitudes through the learning and teaching of various Key Learning Areas and the provision of relevant learning experiences.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Academics and moral growth are our major foci. Music, Arts and PE are highly encouraged.
2. Cooperative learning is employed so as to promote collaborative and communication skills.
3. STEAM Education is promoted to develop students' creativity and problem-solving abilities.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Cultivate positive values and attitudes: Through different learning experiences to strengthen values education, especially national identity towards our country.
2. Enrich life-wide learning experiences and foster whole-person development: Better cater for student diversity, so that students can reach their potential through a range of learning strategies. Ease the transition from kindergarten to primary school and from primary school to secondary school, so that students will be more confident to overcome challenges.
3. Improve assessment policy: Use a variety of assessment methods (in-class, after-school). Introduce multi-party evaluation.
4. Reinforce STEAM education, and nurturing students' media and information literacy.
5. Strengthen cross-curricular learning and reading across the curriculum to develop students' lifelong learning capabilities.
6. Create space by making good use of learning time: Cultivate a healthy lifestyle with students through morning exercises and Active Recess.

Development of Generic Skills:

To equip students with different generic skills through participation in a wide range of activities of different subjects with different learning goals.

Cultivation of Proper Values, Attitudes and Behaviours:

1. Joining Just Feel Compassionate School Programme to enhance the positive values of students.
2. Moral and Civic Education Group arranges learning activities in weekly assemblies and growth tutorials to promote appreciation, respect for others and cherish life.
3. To organise talks and dramas to encourage healthy lifestyle and care for others.
4. To foster good disciplines and learning habits through class management lessons.

Student Support

Whole School Approach to Catering for Learner Diversity:

We join the School-based After School Care Service Scheme (Expanded Programme), allowing primary students in need to stay after school to receive care and learning support. There are homework tutorials, enrichment classes, remedial programmes to cater for student diversity. We offer a range of support for transition from kindergarten to Primary One, as well as Primary Six to Secondary One. Supporting strategies for learning and teaching are provided through curriculum adaptation, strategies and support measures, assessment policy and special examination arrangements.

Whole School Approach to Integrated Education:

Student Support Team is set up to implement Integrated Education; differentiated curriculum and learning tasks; cooperative learning; assessment adaptation; organise social and emotion groups, attention span training courses, reading and writing courses, student support learning groups and speech therapy sessions. School-based Speech Therapist, School-based Educational psychologist support our students, parents and teachers.

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

Our school provides additional support for NCS students to facilitate their learning of Chinese: appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; and organising activities to create an inclusive learning environment in the school.

Curriculum Tailoring and Adaptation:

1. Collaborative lesson planning to discuss curriculum adaptation, teaching and assessment strategies.
2. Improve the task sheets and tiered assignment to enhance students' abilities.
3. Maximise students' potentials and self-confidence in different subjects.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Through communication and understanding between the school, teachers, and parents, we can better understand students' personalities and needs, thus enhancing the effectiveness of teaching and learning. When parents and the school support each other and parents agree with the school's policies, teaching and learning will go smoothly. Teaching resources can also be used effectively, positively impact children's growth and learning.

School Ethos:

- To foster a caring school culture, to enrich the spirit of love and care for others at school and in the community; students learn to love others as self, learn to appreciate each other, learn to study and grow healthily and happily.
- To promote positive values and attitudes towards life through various moral and civic activities.
- To develop students' emotional health through tackling the communication skills, improving emotional management and proper ways of expressing oneself.

Future Development

School Development Plan:

1. Enrich students' learning experiences and enhance teaching and learning effectiveness.
2. Foster moral education to nurture students' positive values and attitudes.
3. Sustain and deepen STEAM, AI, and computational thinking education to cultivate innovative talents.

Teacher Professional Training & Development:

Our school joins EDB's language Support Services and universities' professional support services to develop the school-based curriculum, lesson observation system and assessment. We organise school visits and sharing, peer lesson observation and school-based professional development days. We also encourage teachers to join seminars and professional training courses.

Others

The school will continue to put prime emphasis on nurturing students' knowledge and moral growth. We make good use of the school's ecological garden; emphasize the characteristics of the school-based green education; cultivate character, discipline, and academic persistence in students; promote STEAM education which aims at developing students' generic skills in an integrative manner; create a caring campus to allow students to acquire knowledge in a loving and caring environment, and contribute to society in future.



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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
Ms. YEUNG Yin-chi Jennifer	Ms. CHENG Yuet Sheung	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	1988	Chinese	School Bus; Nanny van	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		Pledged School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$30	\$300 (Printing teaching materials, purchasing teaching aids etc.)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
28	2	1	1	Air-conditioned classrooms and special rooms equipped with multi-media IT equipment.
Special Room(s)			Facility(ies) for Supporting Students with Special Educational Needs	
English Room, Maths Room, STEAM Room, IT Learning Centre, Music Room, Visual Art Room, Library, Remedial Teaching rooms, Campus TV			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		36	Total number of teachers in the school		38	
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%	97%	19%	34%	10%	24%	66%

Class Structure

		P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year		No. of classes	2	2	3	3	4	4	18
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)		No. of classes	2	2	2	3	3	4	16
Mode of teaching at different levels		Small class teaching is conducted at all the year levels and one express class run at each year level (P.4-6). BYOD programme is implemented at P.4-6, enhancing learning effectiveness with students' use of mobile computer devices in appropriate learning activities.							
Remarks		After-school remedial classes and express classes are conducted to cater for students' diverse learning needs.							

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)	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	Diversified modes of assessments: mainly written assessments which are complemented by practical work, electronic formats, projects, speaking assessments, students' self-evaluation, peer evaluation, parental feedback, etc.				
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 are conducted in P.1-3. One express class, in which an enhanced curriculum with richer learning content is delivered, is conducted at each year level (P.4-6). Streaming is based on students' 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	9	30 mins	8:05 AM	3:15 PM	12:45 PM - 1:45 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. The school has set up a committee to monitor lunch provision and joined Eat Smart School Accreditation Scheme to promote healthy eating habits among the students. 2. The school adopts the learning and teaching resources of the EDB and holds regular home-school physical activities to promote an active and healthy lifestyle of the students.		-		

Life-wide Learning

We offer a variety of ECAs for students to choose from, including: Sports: athletics, swimming, football, basketball, table tennis, rugby, gymnastics, fencing; Music: brass band, percussion band, recorder team, choir, verse speaking, dancing, lion dance; Academics: Olympiad Maths, science classes, English and Chinese drama, English Ambassadors, leadership training; Others: Scouts, Cub Scouts, Hong Kong Road Safety Patrol, Red Cross Cadet, Community Youth Club, Flag-raising Team

School Mission

Promoting holistic education and diversified curricula; advocating effective teaching and learning, nurturing students to establish life values and commitment to society.

School Characteristics

School Management

School Management Organisation:

Led by the Incorporated Management Committee, the school management is composed of the School Administrative Committee, administration departments and subject panels to manage and develop the school in areas of Teaching and Learning, Administration, School Ethos and Pastoral Care, etc.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee was established in February 2006 to implement school-based management.

School Green Policy:

With reference to the school-based environmental policy, we implement the School Green Policy through different areas: managing and upgrading school facilities and resources, organizing learning activities, developing the school curricula and joining external programmes related to environmental protection.

School's Major Concerns:

1. Develop in students a love of learning and the self-learning capacity.
2. Develop positive values and attitudes and positive interpersonal relationships.

Learning and Teaching Plan

Learning & Teaching Strategies:

An emphasis on a balance of students' personal, moral, intellectual and social development:

1. Implement cooperative learning, e-Learning and self-directed learning in all the subjects.
2. Develop students' reading skills through language teaching and conduct whole-school cross-curricular reading programmes.
3. Implement the Wise Curriculum includes three major featured lessons in the afternoon: Personal Growth Education, Integrated Curriculum, and STEAM. This curriculum combines moral and intellectual education, emphasizing the cultivation of creativity and problem-solving skills.
4. Implement the school-based Aviation Curriculum "We Can Fly Programme" that integrates various of aviation knowledge into the STEAM featured lessons

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Strengthening values education, including life education, national education and national security education).
2. Making good use of learning time and creating space to promote a balanced physical and mental development.
3. Enriching life-wide learning experiences and promoting life planning courses, that advance whole-person development.
4. Better catering for learner diversity.
5. Reinforcing STEAM education and nurturing students' media and information literacy.
6. Strengthening cross-curricular learning and reading across the curriculum for developing lifelong learning capabilities.

Development of Generic Skills:

21st century skills: Critical thinking and Creativity, Leadership, Civic and Environmental awareness, Technology literacy, Communication and Collaboration.

Cultivation of Proper Values, Attitudes and Behaviours:

1. Develop students' proper values and attitudes through the curricular content of the key learning areas, together with moral education and positive education lessons, whole-school learning programmes, school-based award schemes "Smart Pilots", etc.
2. Enhance students' sense of belonging and engagement in learning through activities such as class building, Birthday Stars, inter-class competitions, service activities, etc.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. Our school has Gifted Education Group and Student Support Team to facilitate the enrichment learning and diverse learning. Student Guidance Team, school-based Educational Psychologist and Speech Therapist help students with the challenges of growth and development through professional assessments.
2. Our school has Gifted Training Programme, Remedial Teaching Programme and Step-up Learning Scheme to cater for diverse learning.
3. English Enrichment Classes for P.1, P.2 & P.4, Remedial Classes and P.1 Admission Personal Growth and Adjustment Programmes are provided.

Whole School Approach to Integrated Education:

Our school adopts the 3-Tier Support Model that takes care of the students. In addition, the provision of SENCO and school-based speech therapy services provide comprehensive support for all kinds of students.

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

Our school provides additional support for NCS students to facilitate their learning of 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; and organising activities to create an inclusive learning environment in the school.

Curriculum Tailoring and Adaptation:

Developing interdisciplinary curriculums that curriculum adaptations are based on school development and students' needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The Parent-Teacher Association and Parent Volunteer Group of our school are well organised and foster close home-school cooperation. We promote communication between parents and teachers by issuing newsletters and organising PTA activities and the annual Sports Day. In addition, we have the Parent Learning Scheme which presents awards for active participation and the Parent Volunteer Training Scheme to raise the effectiveness of home-school cooperation.

School Ethos:

School prioritizes moral education. The students are well-behaved and eager to learn.

1. Promote a caring culture by implementing programmes to facilitate K3P.1 and P.6S1 interface and whole-school guidance and discipline activities and peer support programmes (such as Big Brothers and Sisters Scheme and Angels Aspiring to Progress).
2. Implement One Sport/Art in Life Scheme to encourage students to broaden their horizons and enjoy lives.
3. Encourage students to strive for progress and excellence through various award schemes and scholarships.
4. Encourage students to know about and show care for the underprivileged through service learning activities.

Future Development

School Development Plan:

1. Create diverse learning experiences to improve learning effectiveness.
2. Promoting values education to improve students' physical and mental health.

Teacher Professional Training & Development:

1. Enhance teaching effectiveness through regular co-planning and class observation, and in-house seminars on curriculum development and teaching methods.
2. Increase teachers' professional capacity by joining the curriculum development programmes provided by the EDB and local universities.

Others

1. We attain high participation rates and good results in every HK Schools Speech Festival. In the 76th Hong Kong Schools Speech Festival (2024), we attained 2 First Place, 2 Second Place, 5 Third Place and 29 Certificate of Proficiency.
2. We actively participate in STEAM competitions, the results are commendable with 2 gold medals, 1 silver medal, 1 bronze medal, 2 second-place awards, and 7 merit awards.
3. We attained awards in the Hi-Five Student Engagement Award Scheme five times since 2018/19, showing that our school values creating a positive campus atmosphere and enhancing growth motivation.



東華三院馬錦燦紀念小學
TWGHs Ma Kam Chan Memorial Primary School

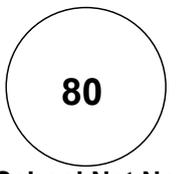
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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Ma Ching Yeung Philip	Ms. Lam Wai Man	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					93%
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.	2009	Chinese & English	Nanny van	About 7200 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	Bill payment for readers and teaching materials \$310.	Five extra non-EDB full-time Native English Speaking Teachers, \$500 each term.

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
36	2	1	1	Well-equipped smart classrooms, all-weather running tracks, basketball courts, roof playground and the sky garden as multi-functional areas.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
English room, language room, music room, visual arts room, advanced computer room, STEAM Room, Inno Space, city development centre and parents resource 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		65	Total number of teachers in the school			73
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%	47%	69%	14%	27%	59%

Class Structure

							P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year							No. of classes	6	6	6	6	6	6	36
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)							No. of classes	6	6	6	6	6	6	36
Mode of teaching at different levels							Cooperative learning is implemented for all grades with mixed ability pupils in each class. All P.3 to P.6 classes bring their own tablets for learning in their lessons.							
Remarks							Learning diversity is accommodated through the use of Learning Support Grant. After school classes and programmes for gifted children are launched.							

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)	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	Three summative assessments are arranged for students every school year while formative assessments of the subjects Chinese, English and Mathematics are assigned consistently. P.1 students only take two summative assessments in the second and third semesters. Consistent formative assessments for learning are arranged in the first semester.				
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 pupils in each class. No elite classes.				

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	8:10 AM	3:30 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.		1. For the sake of more flexible class time, students will focus their learning on the core subjects in the morning whereas some non-major subjects and special courses will be arranged in the afternoon. 2. Tutorials are set up every day for students to complete part of their homework on campus. 3. School ends earlier at 2:30 p.m. every Friday for students to participate in different extra-curricular activities.		

Life-wide Learning

There are more than thirty kinds of extra-curricular activities and clubs for students to choose from:

Basketball, football, volleyball, table-tennis, tennis, swimming, track and field, taekwondo, gymnastics, jumping rope, Drama, choir, Chinese and western musical instruments, dancing, Chinese painting, Cambridge courses, Olympiad Maths, Robomaster, leadership programme, scouts, Girl Guide, Community Youth Club, Flag-Raising Team and Environmental Monitors etc.

School Mission

The mission of our school is to help students achieve all round personal and academic development and to provide students with comprehensive and balanced learning experiences. It is hoped that our students will be equipped with the necessary skills and knowledge for further education and to become good citizens in the future.

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.

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:

Reading for knowledge, English for more opportunities, Participation for self-actualization, Expression for mutual understanding, Thinking for enlightenment.

Learning and Teaching Plan

Learning & Teaching Strategies:

Our school emphasizes the importance of English learning. To provide an authentic and encouraging environment for students to learn English and enhance students' English proficiency, we have 6 Native-English speaking teachers (NETs). We apply the cooperative learning approach to cater for individual differences and make use of 'Self-directed Learning' and 'Brain-based Education' theories and practices in our daily teaching and learning.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Our school will make good use of lesson time to create space for our students for their whole-person development. Students will take special classes after lunch, including civic classes, reading classes and I Plus lesson, all emphasizing and promoting the importance of cultivating students' active learning, STEAM education, values education, healthy lifestyle, and balanced physical and mental development.

Development of Generic Skills:

We develop pupils' generic skills in formal lessons and also in special events such as "STEAM Activities", "Project-based Learning", "Joint-class activities", field trips, visits, competitions inside and outside school, etc.

Cultivation of Proper Values, Attitudes and Behaviours:

Through positive education, students discover their own personality strengths from well-designed class activities and service-learning. They learn to appreciate their own personality strengths and the strengths of others. In addition, students' self-confidence can be built up. Students can also use their personality strengths to develop their personal strengths and potentials to gain positive personal development. In this way, they will always be able to face the pressures and challenges in life with a positive attitude.

Student Support

Whole School Approach to Catering for Learner Diversity:

Through the whole school approach, a student support team is established to cater for the students' diverse learning needs. Remedial classes, Induction Programme for Newly Arrived Children, and after-school tutorial classes are set up, to provide tutoring services for students with different learning needs before and at the end of the school days. The curriculum and assessments are adapted to meet the learning needs of SEN students.

Whole School Approach to Integrated Education:

Through a 3-Tier support model involving the whole school, our school utilizes the Learning Support Grant and establishes a student support team consisting of the vice principals, curriculum development director, special educational needs coordinator (SENCO), special educational needs support teachers (SENST), school-based educational psychologists, school-based speech therapists, and school social workers. Comprehensive support is provided to students with special educational needs, which includes teaching adaptations and assessment accommodations, remedial learning groups, social skills training groups, school-based speech therapy services, individual education plans, and more.

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; and organising activities to create an inclusive learning environment in the school. Additional Chinese classes after school.

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:

Our Parent Teacher Association has been established and regularly organizes educational activities that are well-received by parents, including parent groups, educational seminars, and visits. Volunteer work and welfare services are also arranged. The school will timely share the latest external parent education information and resources to parents through various school platforms.

School Ethos:

To promote a loving and caring atmosphere, the school carries out different schemes such as the "Understanding adolescents Program", "Care for Each Other Program", and "Harmonious School Program".

Future Development

School Development Plan:

2024/25 Major Areas of Concern:

1. Create self-directed learning opportunities to stimulate students' motivation to learn, and cultivate students to have high expressive ability.
2. Create a positive campus culture and cultivate students to be self-disciplined, grateful, and to strive for self-improvement in adversity.
3. Actively cultivate students' diverse talents, display learning performance from different perspectives, and promote students' sense of achievement.

Teacher Professional Training & Development:

The school encourages all teachers to take part in professional training programmes. School based teacher training programs are also held regularly.

Others

Our school is keen on organising overseas learning activities, including the orchestra exchange tour in Shanghai, visit to World Expo Osaka 2025, Mainland Exchange Programme and visits to our sister schools in the Mainland.

We participated in the HK Creative Maths & Science 4D Frame Competition and won a silver award and the Outstanding Motor Assembly Award. Representing Hong Kong in the international competition in Korea, we won gold medals in the Mechatronics Categories.

This year, our Wind Orchestra won the gold medal in the Joint Schools Music Competition. Our Rhythmic Band and the Junior Choir won the second and third places respectively in the HK Schools Music Festival. Our two choirs, orchestra and wind orchestra attained several merit awards in open competitions.



上水惠州公立學校
Wai Chow Public School (Sheung Shui)

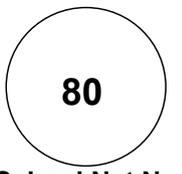
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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Tang Yuen Ming	Mr. Cheng Fung	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					82%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Wai Chow Sheung Shui Clansmen Association Limited	Integrity, Forgiveness, Love	1959	Chinese	Nanny van	About 6020 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-				Yes	Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Pledged School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$40	\$450	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	3	1	1	Campus TV Room, Group Teaching Room, Organic Farms, Rest Garden.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Computer Room, STEAM Centre, Student Activity Centre, Music Rooms, Visual Arts Room, 2 Counselling Activity Rooms, Education Resources Room, 2 English Rooms and School History 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		58	Total number of teachers in the school			64
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%	34%	65%	33%	16%	51%

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							Implement the school-based self-directed teaching and learning model (set goals>pre-task>on task>reflection). Essential elements of teaching and learning in the class include inquiry-based learning, questioning skills at different levels, interactive teaching and learning through I.T, catering for learner diversity and cultivating higher-order thinking.							
Remarks							For English, the school has joined the Space Town Literacy Programme and Keys 2 Literacy Development (Keys2) in P1-P3 and P4-P6 respectively. A school-based STEAM curriculum has been implemented.							

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)	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
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	Diversified assessments for different subjects, such as formative assessment, summative assessment, project work, self-evaluation, mutual evaluation, and peer assessment which enable teachers to complete their learning, teaching, and assessment cycle promptly.				
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	In P1 - P4, every class is of heterogeneous ability, whereas in P5 - P6 individual students' abilities and needs are considered. School-based ability sorting can cater for learner diversity.				

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	3:00 PM	12:30 PM - 1:20 PM
Lunch arrangement		Healthy school life		Remarks	
Provided by designated supplier and arranged by parents.		The curriculum promotes healthy living through morning exercises, jogging, and sports events to build students' exercise habits. The school implements a healthy eating policy, including health-related talks, school bag weight assessments, Mental Health Month and positive education activities. The school joins sports and mental health programs to support students' physical and emotional well-being.		Early Dismissal: School ends at 2:35 p.m. on Friday. Service-Learning has been widely promoted. Wai Chow Volunteer Team has been established. Different school-based activities, e.g. Lunch Laboratory, School Reward Scheme (e-version), and Mindfulness Training, 'Cultural and Artistic Gallery' is set up which can enhance students' self-confidence and let students learn to have an appreciation of culture, music and art.	

Life-wide Learning

Uniform groups, flag-raising team, percussion band, school choir, handchime class, Chinese opera, swimming lessons and training, fancy rope skipping, track and field, ball games; artistic mural painting workshops; solo-verse speaking, robot-making, drone pilot lessons, elite maths training, debate team, drama; outdoor learning activities, Sports Day, parent-child games competition and study tours, Positive Games Day, talent show, Life-wide Learning Month and Multiple Intelligences classes, etc.

School Mission

To serve society, strive to teach each and every student in the spirit of "education for all", holistically nurture students' development in moral, intellectual, physical, social and aesthetic education, carry forward the school motto – the spirit of integrity, forgiveness and love and cultivate students to have a positive perspective on life and values. The school is also devoted to developing students' fullest potential, laying a solid foundation for elementary education to foster students' lifelong learning capabilities.

School Characteristics

School Management

School Management Organisation:

Under the leadership of the principal, the teachers and executive teams carry out the school policies established by the Incorporated Management Committee.

Incorporated Management Committee / School Management Committee / Management Committee:

Our IMC was set up in 2006, the members of which include the school managing directors, teachers, alumni, parents and professionals.

School Green Policy:

We actively encourage and participate in the following Green initiatives: Green Campus; environmental recycling; solar power; energy-efficiency and 'Renewable Energy Feed-in Tariff' scheme.

School's Major Concerns:

1. To enhance students' assessment literacy.
2. To foster students' positive values and attitude by teachers and parents.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. In line with the Seven Learning Goals and the developmental trend of education, the school-based curriculum is implemented in various subjects.
2. Provide students with a comprehensive and balanced curriculum, broaden the areas of study, implement interdisciplinary theme learning and develop generic skills.
3. To implement curricula of STEAM education, Reading across Curricular and life planning education.
4. To implement BYOD for P3-P6.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. According to the new curriculum guidelines and the school situation, develop school-based curriculum to increase class hours and improve learning efficiency.
2. Chinese Culture Week is held annually to deepen students' understanding of Chinese culture. Various activities of National Security Education are held to strengthen students' awareness of national education and national security education.
3. The school gifted education team adopts the three-tiered implementation mode to fully develop the potential of students.
4. The Student Support Team drives initiatives to cater for learner diversity across the whole school.
5. Computer Studies and other subjects develop students' information literacy through courses and activities.
6. Promote interdisciplinary theme reading through thematic learning.
7. Improve the assessment literacy of stakeholders by the AQP platform.

Development of Generic Skills:

To cultivate students' generic skills in different learning areas through cross-curricular theme-based learning activities, outdoor learning activities and adventure activities.

Cultivation of Proper Values, Attitudes and Behaviours:

With 'cultivating a caring and positive culture, building a healthy and happy life' as the long-term development direction of the school, the school-based Moral and Civic Education and various subjects cooperate to promote values education and implement the 'Positive Nicer Scheme'. Every year, a positive theme is set up. The school actively helps students establish and nurture positive values towards life through various activities. Furthermore, regular flag-raising ceremonies and activities such as National Security Education Day are held to strengthen national education and national security education.

Student Support

Whole School Approach to Catering for Learner Diversity:

Different activities and courses are conducted for all students in order to cater for learner diversity. Forty-four gifted and talented programmes have been established to provide support for gifted students. Remedial teaching, after-school homework tutoring classes together with co-teaching are also provided for students with diverse learning needs. There is also an early identification and intervention programme, a bridging course, seminars and talks for Primary One parents and students. Furthermore, a bridging course and Secondary School Places Allocation and information seminars for Primary Six students are also conducted.

Whole School Approach to Integrated Education:

Establish a Student Support Team, coordinated by SENCO, to foster an inclusive school culture and improve support for students with diverse learning needs through a Whole School Approach and Three-Tier Support Model: 1. Implement School-based Educational Psychology and Speech Therapy Services to provide specialized interventions. 2. Offer tailored support groups and workshops focused on executive functioning, social skills, sensory integration, literacy, speech development and subject reinforcement, with around 80 sessions designed to meet diverse learning needs. 3. Enhance learning through strategic teaching and assessment adaptations, including collaborative teaching in Chi., Eng. and Maths., differentiated assignments, and examination accommodations. 4. Organise teacher training and parent education workshops to reinforce inclusive education and cultivate a supportive learning environment.

Curriculum Tailoring and Adaptation:

Emphasis on catering for learner diversity of students. Relevant adjustments have been made in the curriculum and assessment for students with special educational needs. A talent pool was set up to provide gifted and high-ability students with suitable development opportunities to unleash their potential.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Maintain good communication through the PTA acting as a bridge between the school and the parents. The implementation of school-based parent education programmes promotes parent education and enhances parents' positive discipline skills. Organize various seminars, groups and parent-child activities to enable parents to master more discipline skills and enhance parent-child relationships. In addition, parents' info hub, Parents' Day and parent seminars at all levels are set up to allow parents to better understand the development of the school and strengthen home-school communication.

School Ethos:

Our school ethos is based on simplicity. Teachers have a good rapport with students.

Based on the school motto "Integrity, Forgiveness and Love", with "Positive Care for Campus, Healthy and Happy Life" as the long-term goal, it focuses on the cultivation of caring and students' morality. In alignment with the implementation of the whole school approach to guidance and discipline, the school also carries out the "Positive Nicer Scheme" and various moral education classes and student growth support activities with the whole school approach in order to cultivate students' positive values and help students build up a healthy and happy life.

Future Development

School Development Plan:

Our school's vision is to cultivate students with love, to explore their potential and nurture them to become a morally outstanding generation who are willing to learn, confident, brave and innovative; to help them actively contribute to society, take on the world and face the future.

Teacher Professional Training & Development:

Teachers are encouraged to strive for self-enhancement by attending workshops and seminars regarding their individual interests and needs. In addition, overseas cultural exchanges are also provided to enhance teachers' professional development. There are Friday teacher professional-sharing sessions, partnership schemes and collaborative lesson observation in which teachers share their experiences and expertise.

Others

Different exchange programmes at home and abroad are held every year. For instance, Primary 5 students go to Shanghai for interdisciplinary project learning activities. The school also actively helps develop the multiple talents and enormous potential of our students, leading to some impressive achievements in various competitions over the past few years. For example, we are the champions of the North District Inter-school Volleyball Competition for both boys and girls (boys' 14th consecutive championship and girls' 16th consecutive championship) and some students were rated as outstanding athletes in the North District.



School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Lo Chung Yiu	Mr. Lam Heung Wing	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					57%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Yuk Yin Education Foundation Company Limited	Politeness, Justice, Probity, Humility	1939	Chinese	Nanny van	About 3600 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
-	-	\$20	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
7	2	-	1	-
Special Room(s)			Facility(ies) for Supporting Students with Special Educational Needs	
Computer Room, STEAM Room, Campus TV Studio and special rooms.			Ramp, Accessible toilet 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		20	Total number of teachers in the school		25	
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%	25%	90%	20%	40%	40%

Class Structure

							P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year							No. of classes	1	1	1	1	1	2	7
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)							No. of classes	1	1	1	1	1	1	6
Mode of teaching at different levels		The school has remedial classes. We have also implemented collaborative teaching in class. The school aims to help pupils with learning difficulties by providing these classes and extra-curricular activities.												
Remarks		-												

Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	3	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
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	Progressive and summative assessments are held three times a year. There is a diverse range of formative assessments practiced throughout the year.				
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 Grouping.				

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	8:20 AM	3:00 PM	12:00 PM - 12:50 PM
Lunch arrangement		Healthy school life		Remarks	
Provided by designated supplier and arranged by parents.		Our school promotes 'Healthy School Programme'. We have won 'Hong Kong Green School Award' and have continuously received the 'Caring School Award' for 16 consecutive years. We also encourage students to participate in 'Physical Fitness Award Scheme' to cultivate their physical and mental well-being.		Pupils can stay after school to participate in a wide range of activities.	

Life-wide Learning

Our school provides comprehensive learning experiences to encourage the pupils' holistic development. There are a variety of activities and functions which bring enrichment and enjoyment to the pupils' school life. The school offers plenty of opportunities for participation in sports, music and art activities. Moreover, the school annually holds a subject activity day, a picnic, sports day, camp and Christmas party which parents are also encouraged to attend. We hold subject activity days annually, cross-boundary activities, visits, Sports Day, a picnic, Education Camp and Parent-Teacher Associations activities.

School Mission

The school aims to facilitate the holistic development of pupils, especially their intellectual, moral, social and physical development and their aesthetic appreciation. The school hopes to achieve educational goals as well as encourage pupils to reach the full potential of their talents.

School Characteristics

School Management

School Management Organisation:

The school is managed by the IMC of Yuk Yin School.

Incorporated Management Committee / School Management Committee / Management Committee:

The IMC of Yuk Yin School.

School Green Policy:

Raising environmental consciousness by following the 3 (three) R's - Reduce, Reuse and Recycle.

School's Major Concerns:

1. Strive to raise overall standards of teaching and learning and encourage students to be self motivated learners.
2. According to the learning needs of students, we provide a series of activities about life planning. These help students to develop self-awareness and explore their future options in order to achieve academic and social goals.

Learning and Teaching Plan

Learning & Teaching Strategies:

Our school arranges diversified activities for students according to the school-based curriculum. To motivate students' interest in learning, our school would hold various activities through life-wide learning in all subjects. Our school provides students with an environment to learn in real contexts and authentic settings. The experiential learning acquired through life-wide learning helps students to achieve the aims of whole-person development and enables them to develop the life-long learning capabilities that are needed in our ever-changing society.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Our school promotes Moral and Civic Education by fostering positive values and attitudes in students; "Perseverance", "Respect for Others", "Responsibility", "National Identity", "Commitment", "Integrity", "Care for Others", "Law-abidingness", "Empathy" and "Diligence". Through different learning experiences and courses, such as self-directed learning, national identity and "learning by doing" experience, etc., we aim to develop and cultivate our students in becoming life-long learners nurtured with morality and knowledge, who love their home and country.
2. We make good use of learning time and creating space to promote a balanced physical and mental development; enriching life-wide learning experiences and promoting whole-person development.
3. Reinforcing STEAM education, and nurturing students' media and information literacy; strengthening cross-curricular learning and reading across the curriculum for developing lifelong learning.

Development of Generic Skills:

The development of generic skills such as communication skills and critical thinking skills is nourished in the context of all subjects.

Cultivation of Proper Values, Attitudes and Behaviours:

Moral and Civic Education is highly valued in our school. Moral and Civic Education lessons are conducted in mentoring sessions, personal growth programmes and assemblies so as to develop students' problem solving skills and foster their abilities in handling adversity and cultivating positive values towards life. A variety of school-based counseling programs and community service activities are organized for students to learn about care and empathy through experience.

Student Support

Whole School Approach to Catering for Learner Diversity:

We have various activities or lessons for catering students' diversity. They are school-based featured courses, bridging courses, early identification and intervention programme for primary one students with learning difficulties, Chinese immigrant English improvement lessons, after-school tutorial lessons, read and write literacy training groups, 'pull-out' classes. In addition to co-teaching lessons, we also offer the little teacher programme, elite groups and self development programmes.

Whole School Approach to Integrated Education:

To promote a harmonious culture in our school, a whole school approach to cater for students' diversity has been in place, for several years. With flexible resources allocation, we provide suitable support services to our students, with the aim of enhancing their learning abilities and assimilating them into school life. We have executed some feasible measures such as the accommodation of teaching and assessment, social group, school-based speech therapy services, Individual Education Plans, etc. Reviewing the efficacy of these measures regularly, is a high priority and teacher-parent discussion is needed, to ensure the effectiveness of the continued support.

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:

To enhance students' learning effectiveness, curriculum tailoring and adaptation is conducted by the teachers of different subjects.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Parent-Teacher Association organizes various types of activities, educational workshops and seminars to strengthen co-operation between school and family.

School Ethos:

As for our school ethos, we cultivate a harmonious teacher-student relationship. We also place importance on whole-person development and the enhancement of students' sense of belonging to our school.

Future Development

School Development Plan:

To help our students develop independent learning capabilities according to the "Four Key Tasks", it is imperative that we equip our students with the ability of "bilateral and trilingualism". Promoting a "reading to learn" culture and effective use of information technology in teaching can also facilitate both classroom and self-access language learning. Moreover, school self-evaluation and self-improvement have been set up in our school for the sake of enhancing the effectiveness of teaching and learning and maintaining the quality of our school development. The implementation of inclusive education and home-school co-operation in our school can gain the recognition from the parents.

Teacher Professional Training & Development:

There are Teacher Development Days, Collaborative Lesson Planning, Collaborative Lesson Observation, Internal and External Professional Sharing during school year. We also encourage teachers to join the courses and workshops launched by EDB.

Others

The IMC sets up scholarships to reward students who have outstanding or good performance at school. We have received good results in public competitions, especially calligraphy, writing, music, mathematics, volleyball and basketball. It's the seventh time to be the champion in the Hong Kong School Chinese and English Penmanship Competition.



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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. Choy Kin Chung Gary	Ms. Au Wing Yan Samantha	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					53%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Kowloon Tong Church of the C.C. & M.A.	The fear of the LORD is the beginning of wisdom, and knowledge of the Holy One is understanding. --Proverb 9:10	1961	Chinese (incl.: Putonghua)	Nanny van	About 3932 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
			Yes	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
-	-	\$30	\$470 (water dispenser maintenance, anti-epidemic supplies, Student electronic platform maintenance)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
18	1	1	1	Multipurpose Activity Room, Roof Garden, Small Group Teaching Room, Parents Resources Centre and Interview Rooms.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Computer Room, Music Room, STEM Room, Visual Art Room, Language Room, Guidance Activity Room, Dancing 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		37	Total number of teachers in the school		39	
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
97%	100%	36%	67%	8%	20%	72%

Class Structure

							P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year							No. of classes	3	3	3	3	3	3	18
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)							No. of classes	3	3	3	3	3	3	18
Mode of teaching at different levels		P.1 -5 implements SCT. Remedial classes are provided for early intervention. Chinese, English and Maths remedial classes are provided for some P.1-6 students. Small classes in some levels are designed to cater for learner diversity. After school intensive remedial classes are arranged for students with SEN.												
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)	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	Diversified modes of assessment including student self-evaluation, peer evaluation and parents' feedback are conducted. Formative assessment is emphasized to monitor student learning to provide ongoing feedback and identify their strengths and weaknesses. One summative assessment and one examination per year for P.2 and two examinations per year for P.3 to 6. to students' 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	Streaming is used in P.5-P.6 to cater for learner diversity. Adjustments are made yearly.				

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	8:10 AM	3:30 PM	12:40 PM - 1:10 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	EatSmart School Accreditation Scheme to promote and practice healthy eating. Promote healthy eating and increased fruit consumption to help students develop healthy lifestyle and dietary habits. Promote students' physical, mental, social and spiritual health and establish a positive attitude towards life.				

Life-wide Learning

Our school is using the holistic approach to develop our students to be a WHOLE person. Our curriculum comprises not only academic teaching but also a wide range of OLE (Other Learning Experience). Our students are given the opportunity to experience co-curricular activities, outdoor learning day, community servicing and a variety of extra-curricular activities. We are proud of our students for their outstanding achievements in inter-school competitions.

School Mission

We provide quality education and training for the whole person, with a balanced emphasis on spiritual, moral, intellectual, physical, social, and aesthetic aspects, within a caring and supportive Christian environment. We believe that each and every student is the love of God and endowed individually. We therefore respect each of them and help them develop their potential to the full so that they may show greater concern for others and may contribute to society.

School Characteristics

School Management

School Management Organisation:

School administrative team, school development committee and subject & functional groups are led by IMC.

Incorporated Management Committee / School Management Committee / Management Committee:

IMC membership includes: Representatives of school sponsoring body, the Principal, elected representatives of teaching staff, parents, alumni and independent members of the community.

School Green Policy:

To cultivate students' environmental awareness, our school has established a set of school-based environmental guidelines and organized various activities, including paper and lithium battery recycling, "Hong Kong No Air-Con Night," "Earth Hour" lights-off campaign, and the "Eco-friendly Chinese New Year Decoration Competition." In addition, the school has formed the "APSSS Young Farmers" service team to foster students' care for plants and promote campus greening.

School's Major Concerns:

Upholding Positive Values • Living a Healthy Life.

Fostering Inquiry-Based Learning • Enhancing Communication and Interaction Skills.

Learning and Teaching Plan

Learning & Teaching Strategies:

The use of notebook is promoted in P.3-P.6. A structured learning skills progression framework is provided to help students develop a list of study skills such as using mind maps, 5W1H, SCAMPER, higher-order thinking skills, etc.

Effective teaching strategies such as multi-sensory approach and drama techniques are employed to foster student learning.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Through daily lessons, life education lessons, national security education activities and competitions, etc., students are encouraged to uphold positive values. After the homework tutorial period, students may participate in ECAs which promote a balanced physical and mental development. Life-wide learning activities, including Project Learning and STEAM Week are arranged to enrich students' learning experience in real-world situations. Students can broaden their knowledge base, improve overall literacy, and build up interdisciplinary thinking skills by including cross-curricular reading and project-based learning. Promote RaC to enhance students' interdisciplinary learning ability and reading literacy. Students' interest and ability in science, technology and IT; creative thinking and pioneering and innovative spirit are cultivated through STEAM learning activities inside and outside the classroom.

Development of Generic Skills:

Generic skills are developed in different subject-based key learning areas. Students' generic skills including communication, collaboration, critical thinking and higher-order thinking skills are equipped through learning activities.

Cultivation of Proper Values, Attitudes and Behaviours:

The ten priority values and attitudes, which are "Perseverance", "Respect for Others", "Responsibility", "National Identity", "Commitment", "Integrity", "Benevolence", "Law-abidingness", "Empathy", "Diligence", "Unity" and "Filial Piety" are adopted throughout school religious, moral and civil education.

In response to the rapid societal changes and the developmental needs of students, the school puts emphasis on promoting students' independent thinking and self-directed learning capabilities. When students are facing difficulties, they are able to identify the values involved, analyze the issues objectively, make reasonable judgements and take action accordingly. Then they are prepared for different challenges in their future life.

Student Support

Whole School Approach to Catering for Learner Diversity:

High achievers are provided with gifted education and enrichment programmes.

Tutorial classes are provided to train students with learning difficulties. Reading, writing, social and attention enhancement programmes are provided to train students with SEN.

Whole School Approach to Integrated Education:

1. A student support team is established. The team members include the school-based educational psychologist, the school social worker, the student guidance teacher, Special Educational Needs Coordinator and Special Educational Needs Support Teacher.

2. Teaching assistants are employed in the implementation of the Whole School Approach to catering for student diversity.

3. School-based speech therapy service is provided to offer individual/group training/therapy sessions to students with speech and language impairment

4. Adapted learning materials, homework strategies and/or assessment accommodation are provided to students in need.

5. Parent education, including seminars and training groups, is organized to equip parents with better understanding of children with SEN, and render their support in alignment with the school measures.

Curriculum Tailoring and Adaptation:

Elements of gifted education are included in regular teaching. Off-site support is reinforced. School-based acceleration (assessment) policy, and task & assessment adaptation are set for students with SEN.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Organize activities such as parent workshops, parent-child classes, family adventures, family outings, charity sales, teacher appreciation events, etc to honor parents. Additionally, establish a parent volunteer team to assist in school events such as Chinese Cultural Day, Sports Day, and Reading Day. These initiatives foster home-school collaboration, enhances parent-child and teacher-student relationships, and strengthens parents' and students' sense of belonging to the school.

School Ethos:

Teachers and social workers are Christians with educational aspirations. A caring atmosphere is created on campus with a systematic Life Education plan. School provides students with a learning setting that upholds fairness, harmony and care for others, to create a learning and living environment conducive to cultivating positive values and attitudes, which will further promote the school's reputation.

Future Development

School Development Plan:

Student Development Goals:

1. Establishing Healthy Lifestyle Habits in Students.
2. Nurturing Harmonious Interpersonal Relationships.
3. Cultivating Responsible Citizenship.

Academic Excellence Goals:

1. Enhancing Students' Core Learning Competencies.
2. Strengthening Interdisciplinary Knowledge and Skills Integration.
3. Empowering Teaching Staff Through Professional Development.

Teacher Professional Training & Development:

Action learning encourages teachers to build personal insights into their own teaching and evaluate the suitability and adaptability of past practices.

Teachers' professional development is enhanced in different ways which include collaborative lesson planning and peer observation. Teachers are also encouraged to participate in seminars and workshops, and join the EDB School-based Support Services, Seed Projects and Learning Communities, in which a sharing culture is promoted.

Others

Numerous scholarships are available to support studying and life-wide learning.

Awards and prizes are provided to recognize excellence and outstanding achievements.

Establish the "Self-Learning Advancement Incentive Program" to promote students' progress and advancement in various fields such as spirituality, intellect, physical fitness, and aesthetics through electronic recording and diversified rewards.

Exchange programmes and study tours are held annually.



基督教粉嶺神召會小學
Fanling Assembly of God Church Primary School

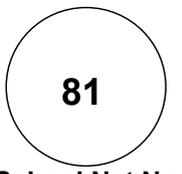
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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Dr. Lam Hau Ching	Mr. NGAN YUEN FUNG	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					
-					
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Fanling Assembly of God Church Ltd	Chinese version only	2001	Chinese	School Bus	About 3940 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		Action School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$100 (for 6 years)	Fees for Specific Purposes \$400	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
25	1	1	1	-
Special Room(s)			Facility(ies) for Supporting Students with Special Educational Needs	
7 (English Room, Music Room, General Studies Room, STEAM Room, Visual Arts Room, Student Activity Centre, Conference Room).			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		48	Total number of teachers in the school		53	
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%	72%	19%	19%	62%

Class Structure

							P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year							No. of classes	5	4	4	4	4	4	25
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)							No. of classes	4	5	4	4	4	4	25
Mode of teaching at different levels		All classes in our school are small in size. We use tiered instruction and streamed classes to cater for learner diversity. We also offer remedial classes to give additional support. Following the School-Based Gifted Curriculum Programme, We provide pupils with activities to develop their multiple intelligences and higher-order thinking skills.												
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)	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	In order to promote assessment for learning, continuous Multiple Intelligence Assessments are supplemented with 3 formal assessments for Primary 2 to 6 and 2 for Primary 1 in each academic year. In addition, various evidence for learning is collected throughout the year.				
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 in P.1-P.6. To cater for learner diversity, more capable P.4-P.6 students will be streamed into specific classes during English and Maths lessons. In this way, those who remain in the original classes can be catered to with a higher ratio of teachers to 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	8	40 mins	8:00 AM	2:55 PM	12:50 PM - 1:40 PM
Lunch arrangement		Healthy school life		Remarks	
Provided by designated supplier and / or students bring their own lunch.		By participating in "ESS at a Glance" and "Joyful Fruit Day" and by establishing a food surveillance group, healthy eating habits and balanced diets can be achieved.		-	

Life-wide Learning

A wide range of extracurricular activities and special groups are provided, such as interest classes, uniform groups, school teams and talent groups. For the holistic development of students, the school has structured Life-wide Learning activities on Fridays.

School Mission

A professional and devoted teaching team provides a fair, respectful and safe learning environment for students to develop their multiple intelligences. In addition, our students' self-esteem, self-confidence and personalities are also nurtured while they strive to achieve outstanding academic achievements.

School Characteristics

School Management

School Management Organisation:

Our school is committed to excellence as a Learning organisation, going so far as to set-up an administrative committee as well as a functional committee, in order to fully implement a school-based management system that effectively promotes our school's development.

Incorporated Management Committee / School Management Committee / Management Committee:

School IMC members of the school community are composed of external independent persons, parents, teachers and the principal components.

School Green Policy:

Green environmental conservation measures are provided, such as waste separation schemes and reducing the use of disposable utensils.

School's Major Concerns:

1. Promoting self-directed learning so that pupils can become self-disciplined, reflective and responsible.
2. Co-creating a sense of belonging towards the school and strengthening national identity.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Create a diversified learning experience and a favourable learning environment which arouse students' motivation in learning, as well as to promote self-directed learning and support students to achieve higher learning goals.
2. Adopt the 'Three-tier Intervention Model for Gifted Education'. Apply different pedagogies and arrange different activities that could cultivate students' potential and the development of multiple intelligences.
3. Adopt diversified learning and teaching strategies to help students achieve their potential, and focus to cater for learner diversity, as well as to maintain students' motivation.
4. Diversified modes of assessment are introduced, putting great emphasis on both providing written feedback and involving different stakeholders such as students and parents in the assessment process. Great emphasis on reviewing and analysing student assessment data and data from student interviews in order to develop appropriate follow-up plans.

Development of Major Renewed Emphases of the Primary Education Curriculum:

The school will focus on the key updates of the PEGG: The updated seven learning goals of primary education; The three major directions and seven major renewed emphases of the ongoing renewal of the primary curriculum; and good use of learning time and suggested time allocation.

In addition, for better equipping our students, the school will sustain and deepen cross-curricular learning and reading across the curriculum for developing lifelong learning capabilities and catering for learner diversity, strengthen values education, reinforce STEAM education, broaden their scope of learning and horizons to achieve whole-person development and establish a solid foundation for lifelong learning.

Development of Generic Skills:

Incorporate the training of generic skills into the formal curriculum and school-based curriculum.

Cultivation of Proper Values, Attitudes and Behaviours:

A wide range of learning experiences are provided. These include the school-based counseling activities, the Understanding Adolescent Project, the Teacher-Student Buddies Mentoring Scheme and the curriculum of Life Education. With these school-based elements (regular assemblies, talks and teaching sessions offered by teachers of different subjects), the students' positive values and proactive attitudes can be nurtured.

Student Support

Whole School Approach to Catering for Learner Diversity:

Adopting the Whole School Approach, Early Identification and Intervention are provided for students with special educational needs, small groups and learning support groups are there to help students develop learning, social and attention skills. Gifted learning activities are provided in various subjects so as to cultivate gifted students.

Whole School Approach to Integrated Education:

Our school adopts a 3-tier support model to provide appropriate support to the students. For Tier One support, we provide quality teaching in the regular classroom for students with transient or mild learning difficulties. For Tier Two support, we provide additional support for students with persistent learning difficulties. For Tier Three support, we provide intensive individualised support for students with severe learning difficulties. We have an additional teaching post (SENCO) to lead the student support team and assist the school in planning, coordinating and implementing the Whole-School Approach to IE in order to further cultivate an inclusive school culture and enhance the effectiveness of the support given to students with special educational needs.

Curriculum Tailoring and Adaptation:

Curriculum tailoring, learning adaptation measures and arrangements, and remedial teaching are adopted.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Based on the sincere collaboration between parents and the school, the Parent-Teacher Association initiates parent volunteer work and parent groups to support the school and parents.

School Ethos:

Our pupils are actively educated, nurtured and cultivated through the teachings of Christ, the practice of multiple intelligences and the implementation of moral education in our positive, caring and healthy school environment to become industrious, responsible and moral people.

Future Development

School Development Plan:

1. Improve teaching quality and effectiveness through promoting professional interaction and exchanges among teachers.
2. Develop students' multiple intelligences and implement Universal Gifted education to nurture students' potential.
3. Cultivate students with Christian education principles, faith, hope and love.

Teacher Professional Training & Development:

1. Arrange diversified professional development activities which empower teachers to improve teaching quality and effectiveness, with an emphasis on the shared vision and school's concerns.
2. Make use of collaborative lesson planning and peer observation to encourage professional interaction and exchanges among teachers.
3. Cooperate with external professional support, with an emphasis on the pursuit of excellence.

Others

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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. Lau Wing Yin, Verena	Ms. Chan Wai Ling	Not Applicable	Gov't 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
Government	Please refer to the Chinese version.	1984	Chinese	Nanny van	About 7680 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
Fanling Government Secondary School, Sheung Shui Government Secondary School				Yes	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 management fee \$100	Visual Art Materials Fee (P.1-P.3: \$80, P.4-P.6: \$100)

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	2 Counselling Rooms.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
2 meeting Rooms, Activity Room, 2 IT Rooms, Art Room, Music Room, English Room, Teacher's Common Room, Computer Room, Campus TV Room, STEAM Room, Chinese Cultural Room, Science Room, Sports Activity Room				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		31	Total number of teachers in the school			32
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%	26%	80%	-	3%	97%

Class Structure

							P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year							No. of classes	2	3	3	2	3	3	16
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)							No. of classes	2	2	3	3	2	3	15
Mode of teaching at different levels		The school has small class teaching to take care of students' learning diversity and provide students with appropriate support.												
Remarks														

Performance Assessment

Number of test(s) per year (P1 only)	2	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	Apart from summative assessment (examination), formative assessment plays an important role across the scope of the curriculum. Learning and teaching is enhanced with diversified assessments, including assignments, exams, lesson observations and students' self-evaluation.				
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 classes of P.1 - P.3 hold mixed ability students. There are top performing classes in P.4 - P.6. Streaming based on academic results. The other classes hold mixed ability 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	8:05 AM	3:10 PM	12:10 PM - 1:10 PM
Lunch arrangement		Healthy school life		Remarks	
Provided by designated supplier, arranged by parents and or pupils bring their own lunch.		Our pupils' diet and eating habits are a big concern in our school and a committee has been established to monitor pupils' diet. A number of health related activities, including "Joyful Fruit Month" are held to promote healthy eating habits. Our school is awarded "Eat Smart School" by Department of Health.		Campus TV, Talent shows, art exhibitions, eClass and Learning achievement exhibition are different platforms that have been developed to show off our pupils' skills, talents and potential. Apart from that, our school joined the School-based After School Care Service Scheme, to let students in need to stay after school to receive care and learning support.	

Life-wide Learning

A big variety of extra-curricular activities is provided, e.g. dancing club, athletic team, football team, instrumental classes, STEAM team, IT team, lion dance club and English drama club, etc. Uniformed groups include flag Guard, Brownies, Boy Scout, Marching Band etc.

School Mission

Implement the curriculum that accords better with a student's abilities and thus provide a more equitable learning environment; Nurture in each student in a happy and caring environment, promoting multiple-intelligence development that allows students to develop their own individual talents; Uphold moral, affirming the worth and dignity of each individual; Prolong a holistic education that nurtures the whole person and a good citizen.

School Characteristics

School Management

School Management Organisation:

The school Management Committee has been established to monitor school operations and school development. The headmistress, one vice headmistress, two counselors, and nine senior teachers led eight administrative teams. There are different special teams responsible for the operation of our school.

Incorporated Management Committee / School Management Committee / Management Committee:

The transparency and accessibility of school are committed to enhance the quality of the school management. The members consist of a representative from EDB, the headmistress, two representatives from teaching staff, two representatives from parents, one representative from the community and one alumni representative.

School Green Policy:

The collection and recycling of old school uniforms is organized every year. Use of paper reduction and energy-reduction policies are also carried out to help reduce waste.

School's Major Concerns:

1. Cultivate students' innovative spirit.
2. Cultivate students' positive values and enable them to master the thinking skills and attitudes, in order to let them become good citizens, who are responsible for society, have a sense of national identity and willing to obey the law and rules.

Learning and Teaching Plan

Learning & Teaching Strategies:

Through diversified learning activities, the school develops students' thinking skills and trains them to become innovative people. Language subjects use school-based reading courses to improve students' Chinese and English skills; mathematics, general studies and computer promote programming education and STEAM courses to cultivate students' thinking skills and comprehensive application skills; all subjects jointly design STEAM interdisciplinary courses to cultivate students' comprehensive use ability and creativity. The school regularly organizes joint lesson preparation, lesson observation, lesson evaluation and schoolwork evaluation, etc., to promote school-based sharing culture in order to improve the quality for teaching.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Strengthen national education and national security education; make good use of class time to create space; enrich all-round learning experience; strengthen care for the diversity of students; strengthen STEAM education and cultivate students' information literacy; strengthen interdisciplinary learning and reading; improve assessment literacy.

Development of Generic Skills:

Nine Generic Skills are promoted and cultivated through teaching and learning of different key learning areas.

Cultivation of Proper Values, Attitudes and Behaviours:

Cultivate student's resilience to face growing challenges, strengthen moral education, civic and national awareness, and establish a correct outlook on life.

Student Support

Whole School Approach to Catering for Learner Diversity:

The school provides assistance to pupils who are registered or exhibit special educational needs. Target pupils are identified and classified into various assisted groups. These include: homework tutorial classes, Education and Support services for newly-arrived children, Chinese, English and Mathematics remedial classes, Enhanced School-based Speech Therapy Service and Individual Education Plan.

Whole School Approach to Integrated Education:

To cater for students with special educational needs, the school sets up the student support team to co-ordinate school-based support and measures. The school uses learning support grant to provide students with appropriate services; such services include coaching groups, social groups, and Enhanced School-based Speech Therapy Service. The school also establishes a constant communication mechanism through parents' day, parent-teacher conferences and other channels to discuss with parents the strategies for supporting students.

Curriculum Tailoring and Adaptation:

In order to cater for individual needs, some classes are taught in groups. The school has joined the 'School-based Educational Psychology Service'. A special team regularly evaluates the effectiveness of the plan.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The Parents-Teachers Association has been established to promote effective communication between parents and teachers. This has helped to strengthen home-school links.

School Ethos:

Personal development and values of our students are built up by the moral education programme. The promotion of the 'School-based remedial plan' such as 'FGPS Star Award Scheme' help pupils develop motivation and strengthen positive thinking behaviour. By promoting different topics, as well as improving the quality of class activities and encouraging pupils to join the activities inside and outside school, pupils are encouraged to express themselves and to respect others.

Future Development

School Development Plan:

1. Cultivate students' innovative spirit.
2. Cultivate students' positive values to become a obedient and responsible citizen.

Teacher Professional Training & Development:

The school enhances teacher's Professional Training and Development by providing school-based training courses. The school encourages teachers to share their teaching experience and practice. Our teachers have many opportunities to joint courses, seminars and workshops held by the EDB and other organizations so that they can develop their teaching strategies.

Others

Scholarships will be given to the top three students of each form which are provided by PTA of the school. The school will arrange exchange activities with sister schools and overseas activities.



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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. Pang Chun Sing George	Ms. Yee Mei 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					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Fanling Public School (School Board of Directors) Limited	Diligence, Honesty, Politeness, Love	1936	Chinese	Nanny van	About 11000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
			Yes	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	Charges for Specific Purposes \$450	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
19	3	1	1	Chinese Culture Corner, Football pitch, basketball court, covered playground and running tracks. All classrooms are equipped with smart whiteboards.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
STEM Room, Computer Room, Conference Room, Counselling Room, Integrated Education Support Room and Teaching Resources 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		36	Total number of teachers in the school		41	
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%	100%	30%	71%	32%	12%	56%

Class Structure

							P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year							No. of classes	3	3	3	3	3	3	18
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)							No. of classes	3	3	3	3	3	3	18
Mode of teaching at different levels		Small class teaching with a mixed approach of cooperative learning, experiential learning and enquiry-based learning.												
Remarks		The school makes use of learning time by arranging different life-wide learning activities within and beyond mainstream contact hours to enrich students' experiences for whole-person development.												

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)	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
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	There are regular formative and summative assessments. Three summative assessments are carried out each academic year. Other informal assessments such as classroom observation and project-based assignments are included. Evaluation from the assessments are used for improving teaching strategies. Non-written assessments are carried out in P1 for bridging purpose.				
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 (mixed ability streaming) P.4 - P.6 (streaming according to students' 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	35 mins	8:20 AM	3:40 PM	12:30 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and students bring their own lunch boxes.	The school actively promotes healthy living education and values the physical and mental health of students through a whole-school participation model, in both regular and non-regular courses. The school also collaborates with various government and social welfare organizations such as Whole School Health Programme to promote a healthy and positive campus environment.		No-Homework Day and Teacher Co-planning day on Wednesdays. School ends at 2:45p.m. on Wednesdays.		

Life-wide Learning

The school provides all students with life-wide learning opportunities, both inside and outside the school in different contexts, to help them gain the following five essential learning experiences:

- i) Intellectual Development (mostly through classroom learning in KLAS)
- ii) Values Education (character formation)
- iii) Community Service
- iv) Physical and Aesthetic Development
- v) life-planning related experiences

Different school teams and a wide range of school activities are provided. School-wide activities include but not limit to excursions, study tour, Talent Show, Book Character Day, elderly homes visit and theme-based activity days.

School Mission

Based on the school motto, "Diligence, Honesty, Politeness, Love", the school implements whole person education. We strive to develop our pupils' potential, allow them to learn happily in a beautiful environment, master knowledge and skills and eventually become a good citizen with noble personality and virtues.

School Characteristics

School Management

School Management Organisation:

Directed by The Incorporated Management Committee, the principal leads the administrative groups and subject panels to implement systematic school management and realize strategic learning and teaching directions.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee was established in 2009 and the Committee members include sponsoring body managers, ex-officio manager, teacher managers, alumni manager, parent manager and independent manager.

School Green Policy:

The school values environmental green education, formulating a series of school-based environmental guidelines and measures, and encourages teachers and students to practice green living on campus. Additionally, the school will continuously add facilities to the campus, participate in various programs, and encourage students to participate in activities both inside and outside the school, hoping to promote and implement environmental policies through whole-school participation.

School's Major Concerns:

1. To cultivate positive values and attitudes, and promote physical and mental health.
2. To enrich learning experiences, and cater for learner diversity.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. All-rounded Education and Positive Values - Using positive education to establish correct values, cultivate a healthy lifestyle, and promote holistic development.
2. Effective Use of Learning Time - Utilizing activity-based teaching and school-based curriculum to facilitate life-wide learning and broaden students' horizons.
3. Interactive Learning - Using group learning to promote student interaction and cross-curricular learning and develop students' generic skills.
4. Differentiated Instruction and Learning Support - Utilizing differentiated teaching strategies to increase student engagement and improve T & L effectiveness.
5. Emphasizing Fundamentals and Strengthening Reading – Focusing enhancement on bilingual and trilingual literacy, to enrich students' reading experiences, broaden their reading scope, and connect their learning.
6. Integrating Technology and Inquiry-Based Learning - Using hands-on and inquiry-based T & L activities to cultivate students' comprehensive abilities.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Creating an environment conducive to students' physical and mental health, supporting their needs and establishing a healthy lifestyle through diverse learning experiences.
2. Making good use of learning time, optimizing cross-curricular courses, developing student-centered school-based curriculum, cultivating generic skills, and enriching life-wide learning experiences.
3. Constructing language skills through interactive T & L activities and enhancing learning effectiveness through catering for learner diversity with differentiated instruction.
4. Integrating correct values into life-wide learning activities and various learning areas, allowing students to practice good character, and cultivating reading and information literacy.
5. Introducing external resources and overseas learning activities to broaden horizons, understand national history, culture and development, and strengthen students' national identity.

Development of Generic Skills:

To facilitate the development of generic skills such as communication skills, problem-solving skills, IT skills and critical thinking through

1. STEAM education
2. cooperative learning
3. inquiry-based learning and cross-curricular project learning.

Cultivation of Proper Values, Attitudes and Behaviours:

1. Cultivating students' good character (sense of responsibility): Through various activities such as workshops, lectures, groups, class management activities, central reward programs, and service learning activities, the school strengthens students' awareness of value education and helps them establish a sense of responsibility.
2. Enhancing students' physical and mental health: Through various activities within the school and strengthening cooperation and connections with external organizations, the school enhances the understanding of the importance of healthy living models among different stakeholders, helping to improve students' physical and mental health.

Student Support

Whole School Approach to Catering for Learner Diversity:

To cater for learner diversity, the school adopts the Whole-school Approach and designs graded learning tasks in both the core subject elements and the enrichment portions so that pupils can learn better in accordance with their learning ability. The school promotes professional development through arranging and encouraging staff to attend the related workshops and provides appropriate support and regular evaluation according to the needs of the students and parents.

Whole School Approach to Integrated Education:

By integrating the resources from the EDB (including Learning Support Grant and Enhanced School-based Speech Therapy Service), the school outsources services and recruits extra manpower of teaching assistants. We adopt the principle of early identification and early intervention. The 3-Tier Support Model is adopted to provide support for students according to their diverse needs. We also provide platforms for soliciting parents' views and discussion in student progress.

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; and organising activities to create an inclusive learning environment in the school. We support the parents through translating circulars into English version and forming communication platforms to facilitate communication between parents and the school.

Curriculum Tailoring and Adaptation:

Curriculum is tailored according to pupils' abilities and needs. Elite classes and diverse activities are provided. To cater for the needs of academically low achievers, we provide support by offering remedial classes, curriculum and assessment accommodation.

Home-School Co-operation and School Ethos

Home-School Co-operation:

School management is open and transparent. It is easy for the parents to express their opinions freely. Our school provides support to parents in different areas. Teachers, parents and students are mutually respectful and trustful, which makes the campus atmosphere full of care and love.

School Ethos:

The school has a caring ethos towards parents and pupils. We value our students' personal growth.

Future Development

School Development Plan:

1. Enhancing students' physical and mental health.
2. Enhancing students' self-concept.
3. Cultivating good character in students (responsibility, respect for others, benevolence).
4. Making good use of learning time, creating space, and enriching students' learning experiences.
5. Catering to student diversity through differentiated instruction.
6. Strengthening students' understanding of the country and enhancing their national identity.

Teacher Professional Training & Development:

There are three staff development days for school-based training for teachers every year. In addition, teachers conduct ongoing professional developments throughout the year.

Others

Different Scholarships are provided. For more details, please refer to our school website.



方樹福堂基金方樹泉小學
F.S.F.T.F. Fong Shu Chuen Primary School

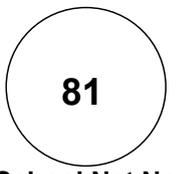
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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Ng Chun Hung	Mr. Tam Chung Hon	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					33%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Fong Shu Fook Tong Foundation	Wisdom Courage Diligence Honesty	1990	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	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
25	1	1	1	-
Special Room(s)			Facility(ies) for Supporting Students with Special Educational Needs	
Computer Room, Visual Art Room, Music Room, English Room, Counselling Room, Inclusive Education Resource Room, Teaching Resource Room, Campus TV, Inno Lab, STEAM 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		32	Total number of teachers in the school		33	
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%	97%	47%	77%	12%	19%	69%

Class Structure

							P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year							No. of classes	1	2	3	3	3	3	15
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)							No. of classes	1	1	2	3	3	3	13
Mode of teaching at different levels		The school adopts a diverse teaching model to cater for student diversity.												
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
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	Through project learning, multiple assessments such as student self-evaluation, peer assessment, online learning assessment and formative assessment to provide feedback on learning and teaching and promote effectiveness. Examinations are used as summative assessments to understand students' learning outcomes.				
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.3 (mixed ability streaming) P.4 to P.6 (streaming according to students' academic 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	9	35 mins	8:00 AM	3:30 PM	12:20 PM - 1:15 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and prepared by students.	Promote healthy eating and physical fitness training policy		P.5 and P.6 classes have class club organization activities.		

Life-wide Learning

Students are arranged to attend multiple intelligence classes every Friday afternoon, covering different areas such as recitation, uniform team training, 3D printing, board games, karate, sand painting, etc. In addition, various interest classes and sports and arts training are held after school and on Saturdays. Such as various ball game training, musical instrument training, fancy rope skipping, martial arts, drones, taekwondo, magic, pottery, choir, dance training, etc.

School Mission

Our mission is to create a happy and rich learning environment for all of our students.

School Characteristics

School Management

School Management Organisation:

Headmaster: 1
Deputy Heads: 2
Primary School Masters: 6

Incorporated Management Committee / School Management Committee / Management Committee:

IMC was formed.

School Green Policy:

Establish a "FSC Green Garden" to train students for service learning.

School's Major Concerns:

1. Optimizing classroom teaching strategies to cater for student diversity.
2. Broaden learning experience and develop students' potential.
3. Good citizenship through service learning.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Using activity teaching-based and collaborative learning as well as student-centered teaching approach.
2. Offering diverse and inspiring learning opportunities through after-school activities, training, etc.
3. Helping students for knowledge building through all-round learning process.
4. Promoting curriculum design for advancing student upper level cognitive development and potential.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Enrich students' learning experience through diversified visits and field trips.
2. Incorporate STEAM learning elements to promote the spirit of exploration and learning ability.
3. Improve students' information literacy and cultivate students' independent learning ability.
4. Through various moral education activities, cultivate students' good character and strengthen national awareness.

Development of Generic Skills:

The cultivation of generic skills has been infiltrated in all disciplines, actively promoting STEAM education, and enhancing students' creativity and collaborative problem-solving skills.

Cultivation of Proper Values, Attitudes and Behaviours:

To cultivate students' positive personality and attitude development by means of continuous care and tiered support.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. Whole School Approach to Cater for Student Diversity
2. Primary School SGT programme (Small Group Teaching Programme)
3. Extra classes for less able students
4. School-based Educational Psychology Service
5. School-based After-school Learning and Support Programmes

Whole School Approach to Integrated Education:

1. Establish a student support team to coordinate support work.
2. Social and concentration training group.
3. Provide school-based educational psychologist and School-based Speech Therapy Service.
4. Adjust the school curriculum, teaching, dictation and assessment level.
5. Organize the peer and mutual-help activities.
6. Organize some talks and workshops for parents.
7. Literacy Training Group.

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

Curriculum Tailoring and Adaptation:

In response to different students' abilities and learning needs, teaching, homework and assessment will be adjusted. For example, special seating arrangements, homework adjustment, dictations adjustment, tests and examinations adjustment, peer counseling, exams arrangements for students with special educational needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Parent-Teacher Association has been set up twenty-nine years. Organize parents as volunteers to participate in school activities such as sports day, theme study week, outdoor learning day and act as activity instructors. PTA organize Teachers' Day as well.

School Ethos:

1. Establishing the Caring Campus through various policies such as morning assembly, class club, home period to develop a caring culture, establish a sense of belonging, and use a variety of ways to direct injection or infiltration of moral element to the way students.
2. Students mutual love, self-discipline and responsible attitude and leadership, training students in different areas, effectively enhance the sense of ability.

Future Development

School Development Plan:

1. Use different strategies to promote the learning of students with different learning styles and abilities, and enhance the effectiveness of taking care of student diversity in the classroom.
2. Enhance students' interest in learning through life-wide learning activities.
3. Shaping a positive culture on campus to allow students to use their strengths and resilience.

Teacher Professional Training & Development:

1. With the development needs of schools, school-based training activities are held, such as staff development days, seminars, workshops, school visits and other exchanges.
2. The school actively participates in various school support programs to increase teachers' mastery of the curriculum to enhance teaching and learning effectiveness.
3. Arrange subject teachers in various aspects of education programs systematically to meet the needs of learning and teaching.

Others

- Singapore / Okinawa Overseas Study Incentive Trip
- Theme Learning Week (Based in Hong Kong, with an eye on the world)



鳳溪廖潤琛紀念學校
Fung Kai Liu Yun Sum Memorial School

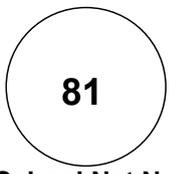
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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Liu Chun Yip	Mr. Tse Shing Yip	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					80%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Fung Kai Public School	Modesty, Sincerity, Diligence, Acumen	1990	Chinese	Nanny van	About 5305 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		Pledged School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$30	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
28	2	1	1	1 Student Guidance Officer's room, 1 Speech Learning room, 1 Medical room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
4 special rooms: computer room, music room, 2 activity rooms.				-

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

Number of teaching posts in the approved establishment		43	Total number of teachers in the school			48
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%	65%	33%	71%	8%	25%	67%

Class Structure

							P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year							No. of classes	2	4	4	4	4	4	22
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)							No. of classes	2	2	4	4	4	4	20
Mode of teaching at different levels							To cater for student diversity, collaborative teaching lessons are designed for formal classes. Small Class Teaching is being implemented so as to cater for individual differences and improve their learning.							
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					No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	1. Self-evaluation, pupils' evaluations and parents' evaluations. 2. Assess pupils' attitudes and skills in Visual Arts, Music and General Studies. 3. Formative assessment: Chinese, English, Mathematics, General Studies, Music and Visual Arts.				
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	1. Elite Class & Mixed Ability Class. 2. Streamed classes are arranged in Primary Five and Six.				

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	3:00 PM	1:00 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and prepared by students.	1. Fitness Training 2. Understanding Adolescent Project 3. Healthy Kids 4. sportACT Award Scheme 5. Joyful Fruit Month 6. Joyful Gym 7. Sumderland		Class Teacher Lessons, Assembly, Moral, Civic and National Education, Personal Development Lessons, Enhancement Lessons, Reading Lessons, Positive Education Lesson, Multi-Intelligence Lesson, Co-curricular Activities and Visiting Activities.		

Life-wide Learning

Kpop Dance, Mini tennis, Abacus Class, International Mathematical Olympiad Class, The Cambridge Young Learners English Class, Multiple Visual Art, Folk Song and Recorder Club, Percussion Class, Violin, Fencing, Athletic, Rope Skipping, Scout, Girl Scout, Draw and Print, Ensemble Group, Gifted Students Training Class, Freestyle Kendama Class, Artificial Intelligence Class, Flyball, Lantern Making, Chinese Study Group, Picture Book Playing Club, Drama Storytelling.

School Mission

Based on the motto of "Modest, Sincerity, Diligence and Acumen" of Fung Kai Public School, we provide an all-round education embracing moral, intellectual, physical, social and aesthetic development through a balanced and appropriate curriculum, whereby students learn to think independently, potentials and establish a positive and proactive attitude towards life in a pleasant learning environment of our school so as to exert their full potentialities and eventually serve the community.

School Characteristics

School Management

School Management Organisation:

Fung Kai Liu Yun Sum Memorial School is aided through the Fung Kai Public School charitable organization. The educational programs are implemented by the Board of Directors via the Fung Kai Public School Educational Committee. The school Supervisor, Mr. Liu Chun Yip is also the chairman of the School Management Committee (IMC) and he is responsible for leading school development. The Principal leads various teams and committees within in the school to implement school development and to achieve and maintain a high quality of education.

Incorporated Management Committee / School Management Committee / Management Committee:

Established in August, 2005.

School Green Policy:

Commitment to the 3 'R': Reduce the amount of material we use. Reuse the material we have. Recycle everything we can. Conserve energy by choosing Energy Star products, turn off all lighting when not in use.

School's Major Concerns:

1. Enhancing students' sense of national identity.
2. Step up the promotion of STEAM Education.
3. Develop students' healthy lifestyle.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Enhance small class teaching through co-operative learning and using different levels of questioning techniques to cater for individual differences and cultivate students' generic skills and develop their higher order thinking skills.
2. Develop school-based language curriculum to cultivate students' language skills (more emphasis on reading and writing skills). Moreover, we strengthen students' high order thinking skills, problem solving skills and science process skills through Mathematics and General Studies.
3. Life-Wide Learning to develop students' multiple intelligences and enhance their learning experiences.
 - a) Life-Wide Learning Week
 - b) Moral, Civic and National Education
 - c) Multiple intelligence lessons
 - d) Diversity of subject activities
 - e) Positive Education
4. Use information technology to cultivate and enhance students' learning effectiveness and develop their study skills.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Strengthening values education (including life education, national education and national security education).
Making good use of learning time and creating space to promote a balanced physical and mental development.
Enriching life-wide learning experiences and promoting whole-person development.
Better catering for learner diversity.
Reinforcing STEAM education, and nurturing students' media and information literacy.
Strengthening cross-curricular learning and reading across the curriculum for developing lifelong learning capabilities.
Enhancing assessment literacy for promoting learning and teaching effectiveness.

Development of Generic Skills:

Through curriculum design, using diversified teaching strategies and providing life-wide learning experiences to cultivate students' generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:

Strengthen students' understanding and build up a strong sense of belonging to the country. Facilitate students' understanding and appreciation of Chinese culture. Promote positive mental health, growth mindset, character strength through Positive Education. Cultivate students' attitudes towards healthy living. Encourage students to practise healthy living.

Student Support

Whole School Approach to Catering for Learner Diversity:

School-based Educational Psychology Service, School-based Support Scheme Grant for Schools with Intake of Newly Arrived Children, School-based Speech Therapy Services, School-based After-School Learning and Support Programmes, Study Groups, Learning classes for SEN students.

Whole School Approach to Integrated Education:

Our school implements the Whole School Approach (WSA) to integrated education (IE) based on five underlying principles, namely early identification, early intervention, WSA, home-school co-operation and cross-sector collaboration, premised on the synergy of culture, policies and practices.
Through adopting the WSA, our school caters for students with diverse needs in a more comprehensive manner. We also adopt a 3-tier support model to provide appropriate support for students according to their diverse needs.

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; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; and organising activities to create an inclusive learning environment in the school.

Curriculum Tailoring and Adaptation:

More able students are allocated to the elite classes according to their academic performance in Primary Four to Six;
Streamed classes are arranged in Primary Five and Six;
Adapting a flexible school based curriculum;
Provide extension themes and activities for students of higher ability;
Providing students tasks and exercises with different amount and formats of support;
Adjust the pace of learning and teaching according to the needs of the students.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Five meetings will be held each year so as to establish the communications between school and parents. A parent forum is set up on the school website, and information on methods and techniques for raising children is regularly shared on the intranet. Parent-child trips, activities and parent lectures are held to maintain close contact with parents. The "SUM Primary School Parent Volunteer Team" invites parent volunteers to assist in school activities, enhance communication and cooperation between home and school, and jointly promote school development.

School Ethos:

Organize different activities and various civic education seminars for students and parents. Invite parents to be volunteers in school activities.

Future Development

School Development Plan:

1. Enhancing students' sense of national identity
2. Step up the promotion of STEAM Education
3. Develop students' healthy lifestyle

Teacher Professional Training & Development:

1. To enhance teachers' professional competence and confidence in catering for learner diversity.
2. To promote the building of a collaborative culture and teachers' leadership skills.

Others

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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
Ven. Shi Hongming	Ms. Chan Lai Sheung	Established	Aided Whole Day	Co-ed	Buddhism
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					80%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Heung Hoi Ching Kok Lin Association	To cultivate positive values in students based on teachings of Buddhism. To help students develop a positive mindset.	1962	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	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	\$300	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
28	2	1	1	Basketball Court, Teaching Resource Room, Special Education Service Room, Interview Room, Conference Room, etc. WiFi coverage in the whole school.
Special Room(s)			Facility(ies) for Supporting Students with Special Educational Needs	
STEM Room, Activity Room, Computer Room, English Reading Room, Music Room, School Campus TV, Religious Room, Games Room, Remedial Teaching Rooms, Counselling 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		54	Total number of teachers in the school		60	
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%	44%	53%	4%	30%	66%

Class Structure

		P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year		No. of classes	5	4	5	5	5	4	28
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)		No. of classes	4	5	4	5	5	5	28
Mode of teaching at different levels		Small class teaching. We provide various support including pull out, co-teaching on individualized intensive teaching to help students with special education needs. We also provide gifted education class, enrichment class and enhancement class for P4-P6 students with diversified learning needs. There are remedial classes (Chinese, English, Maths) for less-able students except P1.							
Remarks		Double class teacher system for P1 students.							

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
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	In addition to three summative assessments per year, a school-based professional assessment has been established using diversified assessment methods to evaluate and improve teaching and learning. 1. In-class continuous assessment (group discussion, ideas sharing and presentation). 2. Modular formative assessment (online assessment, life-skills assessment) *No summative assessment for P1 students				
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	Streaming according to academic performance for P4-P6 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	8:15 AM	3:25 PM	12:35 PM - 1:35 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	School Physical Fitness Award Scheme, Reinvigorating Recess, Spinal Care Campus Program, Green Vegetarian Day, Happy Fruit Day, Wuyi Campus Project, AI Fitness Corner, Energizing Oasis, AI Stamina Challenge Hub, Mental Wellness Boost Station		Dawn Soul Time for morning contemplation, Morning Straighten Up Exercise, Life Inspiring Chant, morning reading session, 35 minutes homework time before school ends. We organize Outdoor Learning Day, STREAM Day, Chinese Culture Day, Life-wide Learning Day, Education Camp, Mainland exchange program, overseas study tour, Integration Curriculum Learning Week. 3 NETs implement school based English programs.		

Life-wide Learning

Problem-solving skills training for gifted students, Mathematic Sharp Turn, science and mathematical thinking skills training for talented students, STREAM Club, Cambridge English, Phonics, Visual Arts Club, Lego class, AR intelligent building and design class, African drum class, hand bell class, Verse speaking training, drama, Chinese calligraphy class, badminton, football, table tennis, squash, basketball, rugby, swimming, Taekwondo, Flag-guards, Lion Dance, Chinese martial arts, Cub Scouts and Brownies.

School Mission

Based on the philosophy of Buddhism, our school is committed to developing a heart of benevolence and generosity among students with emphasis on moral, intellectual, physical, social, aesthetic and spiritual education. Through instilling decent moral values and the provision of whole-person education, we are dedicated to help students nurturer positive attitude towards life, preparing them to become responsible citizens to serve the community.

School Characteristics

School Management

School Management Organisation:

The school is managed by the Incorporated Management Committee. The school administration team and the school development team plan and run the school in a concerted effort. We aim at achieving self-improvement and strategic planning through school self-evaluation mechanism.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee was established in June, 2007. There are 16 members including school sponsoring managers, the principal, teachers, parents, alumni and independent managers.

School Green Policy:

We promote a green school through various environmentally-friendly policies, activities and award schemes. We help students form good habits of protecting the environment in daily life.

School's Major Concerns:

1. Empower students to become proactive and confident learners, boosting their academic interest, self-esteem and a sense of accomplishment.
2. Nurture students' positive attributes and promote the development of holistic well-being.

Learning and Teaching Plan

Learning & Teaching Strategies:

Our teaching strategies are student-oriented. We make flexible use of lesson and school time to create space for students to explore their potential. Pre-lesson preparation and post-lesson extension are highly valued as they facilitate self-directed learning abilities and proactive attitude towards learning. The implementation of Creative Education 5C+ teaching strategies, collaborative problem solving inquiry-based learning and differential teaching, are designed to cater for students' learning diversity. We hope our students can enjoy the fun of learning with a start to relate learning to their life experience and further explore the joy of learning through hands-on experience so as to fulfill whole-person development.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Promote MVPA60 through AI-powered facilities to establish regular exercise habits among students.
2. Strengthen the school-based STREAM Education and integrate elements of AI in teaching and learning. Facilitate the development of reading habits, media and information literacy of students.
3. Make flexible use of lesson and school time to provide students with an all-round learning experience conducive to their whole-person development.
4. Formulate supporting plans suited to students' cognitive abilities and diversified learning needs to facilitate the learning motivation and effectiveness.
5. Optimizing teaching and learning strategies through analyzing the assessment data to enhance assessment literacy and promote the effectiveness of teaching and learning.

Development of Generic Skills:

Develop students' generic skills through STREAM education, the implementation of Creative Education 5C+ teaching Strategies curriculum integration learning, life-wide learning, multiple-intelligence class, science and technology related learning, study tours, etc.

Cultivation of Proper Values, Attitudes and Behaviours:

Guided by the core values of filial piety, empathy, law-abidingness and diligence', we integrate our school motto, Chinese cultural heritage and the twelve priority values and embed them in the following immersive initiatives programs, such as Value Education curriculum, Jockey Club Life Adventure Opportunity hub, EDX Reward Scheme, Healthy Young Leaders' Training Program. This holistic approach nurtures students to become compassionate individuals with positive interpersonal relationships.

Student Support

Whole School Approach to Catering for Learner Diversity:

We provide bridging support for newly admitted to Primary One students. There is the 'Early Identification and Intervention Programme for P.1 Students with Learning Difficulties'. There are also after-school remedial classes, small-group teaching, emotion and behavior management class, speech therapy service, Growing Sky Project, etc. for our students.

Whole School Approach to Integrated Education:

The student support team formulates strategies in supporting students with special educational needs, such as teaching adaptation, assessment accommodation, after-school remedial learning groups, co-teaching, training sessions on reading and writing, attention training, social and emotional learning groups, School-based Speech Therapy Service and Individual Education Plans. Our school participates in the Project on 'Whole School Approach to Providing Tiered Support for Students with Autism Spectrum Disorder' to support students with autism. Our teachers work closely with School-based Educational Psychologist, School Counselling teacher and parents through regular meetings to seek consensus and help students in their learning.

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. Implement a school-based gifted education program with tailored advance curricula for gifted students.
2. Enforce curriculum differentiation and task modification according to students' ability.
3. Conduct collaborative lesson planning meetings to design differentiated instructions based on students' varying ability to meet learner diversity.

Home-School Co-operation and School Ethos

Home-School Co-operation:

1. Facilitate home-school communication via Parents' Lesson Observation, Graded Parents' Meeting, Parents' Day, Sunshine calls, newsletters, Online Parent Education Portal, etc.
2. Enhance home-school collaboration through joint activities (interest class, seminar, workshop, etc), recruitment of parent volunteers and the running of Parent School.
3. Communicate school information, updates via school publications, school website, social media, such as Facebook, IG.

School Ethos:

Modesty and Simplicity is the school ethos. The discipline team and counselling team work as partners to deal with student matters. The school promotes self-control and mutual respect, politeness and a sense of belonging, aiming at fostering a caring and harmonious atmosphere on campus. We have also acquired Caring for the Campus Award.

Future Development

School Development Plan:

1. Actively develop AI-powered self-directed learning initiatives.
2. Continue the implementation of integrated curriculum for lower primary grades, values education, gifted education, creative education 5C+, STREAM education and science and humanities education.
3. Conduct Thematic Curriculum Integration Week.
4. Provide bridging classes for newly admitted P1 students and students promoting to S1.
5. Participate in various professional development programs organized by EDB and tertiary institutes.

Teacher Professional Training & Development:

In accordance with the requirements of T-Standard+, we emphasize teacher professional training and development to suit the future development needs of the school and plans of different subjects/teams. Besides joining teaching and learning support initiatives run by EDB, tertiary institutions, the school organizes development days related to annual major concerns, regular co-planning meetings, lesson observations, lesson studies and lesson sharing seminars to enhance the quality of teaching and learning. Our teachers take part in professional development and teacher-induction scheme enthusiastically to update themselves the latest educational trend and to uplift their professional expertise.

Others

Various school scholarships are provided.



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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. MO Yiu-wing	Mr. Ma Hing Fai William	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					95%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Kowloon Pentecostal Church	Faith, Hope, Love.	1986	Chinese (incl.: Putonghua) and English	School Bus; Nanny van	About 3400 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
			Yes	Yes	
4Rs Mental Health Charter	Yes	Whole School Health Programme		Pledged School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$20	\$340 (Miscellaneous expenses)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
26	2	1	1	Air-conditioned Campus.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
13 (1 STEM Laboratory, 1 Visual Arts Room, 1 Music Room, 1 English Room, 1 Distance Learning Classroom, 8 Multi-purpose Rooms).				Ramp and Accessible lift.

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

Number of teaching posts in the approved establishment		45		Total number of teachers in the school		46	
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%	98%	26%	71%	19%	13%	68%	

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year		No. of classes	4	4	4	4	4	24
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)		No. of classes	4	4	4	4	4	24
Mode of teaching at different levels		Implementing small class teaching: Adopt cooperative learning and diversified teaching methods to align with students' learning styles, in order to enhance teacher-student interaction and foster higher-order thinking skills through group activities, collaboration, and project learning.						
Remarks								

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)	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	Besides summative assessments, formative assessments are integrated into every subject. Students' self-learning skills, co-operation and communication skills are also included in the assessments. The School Physical Fitness Award Scheme is also employed in Physical Education.				
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					No
Streaming arrangement	Students are evenly distributed to classes based on their academic achievement and emotional needs.				

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	8:40 AM	3:40 PM	12:05 PM - 1:05 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	There is morning exercise, spinal care exercise, eye care exercise and mindfulness practices to remind students the importance of keeping physically, mentally and spiritually fit and healthy. In order to promote healthy eating habits, the school follows 'Guidelines on Meal Arrangement in Schools' issued by the Education Bureau when selecting lunch suppliers.				

Life-wide Learning

Life-wide Learning Days, STEM Learning Week, Chinese Culture Day, seminars, booth games, mBot coding, robot design, jumping rope tricks, martial arts, Taekwondo, mini-tennis, basketball training, table-tennis training, field and track training, swimming classes, Mathematical Olympiad, Abacus, Boys' Brigade, drama club, Chinese dancing, jazz dancing, sketch class, string band, artistic gymnastics, integrated art, Go club, etc.

School Mission

The school aims at spreading the Gospel, leading students to know the truth, stimulating them to learn according to their abilities and interests, and enabling them to develop spiritually, morally, intellectually, physically, socially and aesthetically in a balanced manner.

School Characteristics

School Management

School Management Organisation:

The school management committee is formed by a group of school managers appointed by the sponsoring body. Under the school management committee, there are school administrative groups and functional groups. The principal takes the lead to formulate and implement the school policies.

Incorporated Management Committee / School Management Committee / Management Committee:

A total of 18 members including the principal, teachers, parents, alumni, professionals, independent managers and the school pastor.

School Green Policy:

In order to cultivate a green culture and develop environmental awareness, cross-curricular environmental-friendly activities and 'Angel of Greening', etc, are implemented.

School's Major Concerns:

1. Implement the school-based cross-curricular learning and reading so as to enable students to integrate and apply cross-curricular knowledge and skills.
2. Facilitate students' development of positive values through five core values.

Learning and Teaching Plan

Learning & Teaching Strategies:

The school aims at developing students' initiative towards learning and equipping them with the skills of learning to learn so that they can be life-long learners. The school-based curriculum is developed according to the students' needs, characteristics and interests, and revised to meet the new trends in curriculum development.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Strengthening values education (including life education, national education and national security education)*.
2. Enriching life-wide learning experiences and promoting whole-person development.
3. Better catering for learner diversity.

Development of Generic Skills:

To enhance students' higher order thinking skills through the school-based curriculum.

Cultivation of Proper Values, Attitudes and Behaviours:

Students' positive values and attitudes such as accepting, appreciating and respecting lives are developed through the school-based curriculum.

Student Support

Whole School Approach to Catering for Learner Diversity:

The School-based Gifted Education Programme is implemented to encourage the gifted students to develop their potentials and to pursue excellence. Students with special educational needs are identified at an early stage. Graded worksheets and tasks are designed to cater for the students with different learning needs.

Whole School Approach to Integrated Education:

Whole School Approach is implemented to cater for students with special educational needs. Workshops and training are provided to equip teachers with appropriate skills to design different teaching methods to cater for the needs of the students with SEN. The Big Brothers and Sisters Programme is implemented to foster a loving and caring culture, and to develop understanding and acceptance in the campus.

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. Collaborative teachers are employed to provide before and after school support for non-Chinese speaking students to facilitate their learning of Chinese.

Curriculum Tailoring and Adaptation:

Collaborative teachers are employed to co-teach and to carry out pull-out lessons to facilitate the learning of the SEN students. Besides, Individualized Education Program (IEP) is also provided for individual students with special needs. Moreover, the After-school Gifted Programme, which aims at maximizing students' potentials and enriching their learning experiences, is provided for more able students.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Parent-Teacher Association and Parent Volunteer Team have been established to help parents develop a sense of belonging and a harmonious relationship with the school.

School Ethos:

Students are nurtured by the principles of Bible and are well-disciplined. They also show love and care to one another, and have a harmonious relationship with teachers.

Future Development

School Development Plan:

1. Implement the school-based cross-curricular learning and reading so as to enable students to integrate and apply cross-curricular knowledge and skills.
2. Facilitate students' establishment of positive values through five core values.

Teacher Professional Training & Development:

Teachers' professional development is enhanced in different ways which include the implementation of specialized teaching, teachers' professional development day, collaborative lesson planning and lesson observation. Teachers are also encouraged to participate in seminars and workshops with not fewer than 50 hours every year, and join the EDB School-based Support Services and Seed Projects.

Others

Kowloon Pentecostal Church Scholarship, Pentecostal Gin Mao Sheng Alumni Scholarship.



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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 Tat Keung Timothy	Ms. Sit Wing Sze	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					92%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Kowloon Pentecostal Church	Faith, Hope, Love	1999	Chinese (incl.: Putonghua) and English	School Bus; Nanny van	About 7000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
				Yes	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
-	-	\$40	Special fees: \$450	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
33	4	2	1	4 sets of 3D printers, 190 iPads and 90 notebooks; all classrooms with computers, visualisers, interactive white boards and air conditioning.
Special Room(s)			Facility(ies) for Supporting Students with Special Educational Needs	
We have different functional rooms to suit students' learning needs, including STEAM Room, Innovative Lab, Computer Room, PLPR Room (language room), Visual Arts Room, Music Room, Conference Room, Multi-purpose Room, Chapel, Bio-eco Corner, Butterfly Garden, Rainbow Corner and Biblical Garden.			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		55		Total number of teachers in the school		62	
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%	30%	72%	20%	11%	69%	

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		Our school provides remedial classes for less able students and those with special educational needs. Teachers use different modes of teaching including small group teaching, co-operative learning and brain based learning to strengthen teacher-student interaction, arouse students' learning interests, cater for wide students' diversities and ensure student learning effectiveness.							
Remarks		In order to cater for students with different learning needs, we have set up a total of 18 classes for Chinese, English and Mathematics tutoring to support students' learning. After school hours, our school provides 15 multi-talented and elite classes to develop students' potential.							

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)	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	There is 1 test (Chinese, English, Maths and G.S.) and 2 exams (all subjects) for the whole school year. In order to evaluate the effectiveness of learning and teaching, we also have regular formative assessments for Chinese, English and Maths. For project learning, we encourage students to do self and peer evaluations. We also have parents' evaluations such as attitude and physical evaluation.				
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.2-P.6 pupils are arranged into one advanced class which demonstrating high academic performance. Other classes are of mixed abilities. In addition, we have set up 3 classes through pull-out classes within the school at different levels to enhance students' learning and motivation.				

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	3:10 PM	12:40 PM - 1:40 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and students. Rice heating machines are available.	We have joined the Joyful Fruit Month program, which is organized by the Department of Health to nurture pupils' good eating habits. We have joined the "Green Monday School Program" to encourage students to choose a vegetarian lunch on Monday. School regularly sets up Happy Days to allow students to learn in a relaxed and happy environment through various activities.		Our school day finishes at 2:10 p.m. on Wednesdays. Students can make good use of their time to join extra-curricular activities. Teachers conduct co-plan meetings, professional sharing, teacher training and prayer groups during that period of time.		

Life-wide Learning

Our school provides students with a wide range of activities to achieve whole-person development and to maximize the opportunity to develop students' multiple intelligences. We organize various after-school activities such as visual arts, school team training, interest classes and uniform groups after school and on Saturdays.

School Mission

With the Invitational Education (IE) philosophy complementing our school's Christian belief, we provide a comprehensive range of quality education which aims towards the moral, intellectual, physical, social, aesthetic and spiritual development for our students.

School Characteristics

School Management

School Management Organisation:

The School Development Committee sets effective school strategies and gives support to the development of administrative affairs. We have various teams and departments to launch school policies co-operatively.

Incorporated Management Committee / School Management Committee / Management Committee:

The IMC conducts meetings periodically to discuss the important issues of school development and offer assistance if necessary.

School Green Policy:

With funding given by the government, CLP Education Fund and the support of Green Power respectively, our school was offered a green dining hall, four eco-friendly bicycles and a butterfly garden to enhance students' environmental awareness and to improve their health. There is also a campus planting and bio-eco corner to provide a variety of activities and to promote green education. We are honoured to receive the 18th Green School Gold Award (Primary).

School's Major Concerns:

1. Building spiritual character and appreciating traditional virtues.
2. Promoting Reading across the Curriculum and cultivating innovative talents.
3. Understanding the national conditions and enhancing the sense of national identity.

Learning and Teaching Plan

Learning & Teaching Strategies:

In addition to regular classes, our school has weekly assemblies, moral and civic education, library lessons and co-curricular activities. We adopt different strategies to cater for learner diversity in lessons. We are determined to strengthen students' reflective ability. Brain-based learning strategies are also implemented. Diversified learning modes are adopted in life-wide learning and integrated lessons. Moreover, cross-curricular integration is enhanced through thematic teaching and project learning. In order to foster biliteracy and trilingualism, we have one advanced class from each level (P.2 to P.5) which demonstrates high academic performance. We conduct the Primary Literacy Programme-Reading & Writing from P.1 to P.3 and Extensive Reading Workshops for P.4 to P.6 students.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Strengthening values education (including life education, national education and national security education).
2. Enhancing cross-curricular learning and reading across the curriculum for developing lifelong learning capabilities.
3. Reinforcing STEAM education, and nurturing students' media and information literacy.
4. Enriching life-wide learning experiences and promoting whole-person development.
5. Making good use of learning time and creating space to promote balanced physical and mental development.

Development of Generic Skills:

Generic skills are integrated and implemented into different subjects. We equip our students with different generic skills including communication, problem-solving, creativity, critical thinking and study skills through different learning activities.

Cultivation of Proper Values, Attitudes and Behaviours:

Our school runs different programmes to nurture pupils' positive life values with a focus on enhancing responsibility, care and respect. We cultivate the character of the students with correct values based on Biblical truth.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. After school classes for students with special educational needs. Classes focus on training for attention span, learning skills, social communication and psychological support.
2. 'Community Care Project'
3. Little teacher scheme
4. Enhancement programs and elite classes (STEAM, IT, Drama and Story Telling)
5. School social worker, school-based educational psychologist, school-based speech therapist, SEN student counselor and special educational needs coordinator to support the pupils in need of help
6. RRP classes and remedial classes
7. Small group teaching

Whole School Approach to Integrated Education:

Adopting the 3-tier Intervention Model to optimize curriculum and academic work, making good use of our learning support grant and school-based speech therapy service by providing extra support to students with special educational needs, setting up English and Chinese extraction groups, providing after-school learning groups and setting up "Individual Education Plans" for students are the measures to provide support for students' with special educational needs. Furthermore, the school maintains good communication with parents through interviews and parents day to better understand the needs of students and to cooperate with each other.

Curriculum Tailoring and Adaptation:

Curriculum tailoring and adaptations are made according to students' interests, needs and abilities. Differentiated tasks are designed for diverse learners.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Parents are supportive, innovative, caring and helpful. Most of the parents are members of the Parent-Teacher Association (PTA) and they serve as volunteers in school daily routines and different activities such as 'Reading Mum and Dad' in reading programs and Project Learning Week. We have set up parents' fellowship and held different kinds of educational workshops and activities for parents to enhance their sense of belonging to the school community.

School Ethos:

1. With the Invitational Education (IE) philosophy complementing our school's Christian belief, we provide a comprehensive range of quality education which aims towards the moral, intellectual, physical, social, aesthetic and spiritual development for our students.
2. Based on the teaching of the Bible, the school adopts an Integrated Guidance and Discipline Approach. We aim to build up harmonious relationships between teachers, parents and students through different school-based guidance activities.
3. Through the collaboration of teachers, students and parents, the school intends to establish a caring culture to foster students' resilience and to facilitate students' all-round development.

Future Development

School Development Plan:

1. Building spiritual character and appreciating traditional virtues.
2. Promoting Reading across the Curriculum and cultivating innovative talents.
3. Understand the national conditions and enhance the sense of national identity.
4. Chinese Language: Cross-curricular reading modules, teaching reading strategies, strengthening reading units and drama teaching, enhancing school-based ancient poetry courses and implementing diversified task formats.
5. English: NET Teacher Program, Reading and Writing Primary Literacy Programme (PLPR/W), Reading across the Curriculum (RaC), teaching English readers and creating a language-rich environment.
6. Mathematics: Interdisciplinary STEAM teaching, conducting practical assessment activities, problem-solving skills and electronic teaching.
7. General Studies: School-based STEAM curriculum, strengthening experimental inquiry and cultivating higher-order thinking abilities with diversified learning activities. The General Studies subjects for first and fourth graders are split into Humanities and Science.

Teacher Professional Training & Development:

Organising seminars and talks on how to nurture students' behaviour, holding National Security Education Talks, developing a school based 'Reading across the Curriculum' Programme and STEAM education and using life-wide learning to cater for learner diversity.

Others

1. Promoting excellence in students' learning through different learning platforms in order to improve the learning effectiveness of the students and enhance their self learning capabilities. e.g. Graded Reading World, i-learner, Oxford Owl, Math self learning platform, Fireflies Read Online Program, etc.
2. The school has a "Birthday Casual Wear Day" to make birthday students feel valued, cared for and loved.



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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
Ms. Wong Lai Ching	Ms. Ng Yu Ning	Established	Aided Whole Day	Co-ed	Catholicism
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
Sisters of The Precious Blood	Diligent in Studies. Actively Participate in Community Services.	1959	Chinese	Nanny van	About 1837 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
			Yes	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	Year fees for Specific Purposes around \$300	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
18	1	1	1	Ave Maria Garden, Leisure Area, Little Farmer's World
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Music Room, Computer Room, Activity Room, Conference Room, Multimedia audio-visual room, Counselling Room, Study Rooms and Religious Room.				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		35	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%	46%	65%	9%	9%	82%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year		No. of classes	3	3	3	3	3	18
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)		No. of classes	3	3	3	3	3	18
Mode of teaching at different levels	One elite class and two ordinary classes in P.3 - P.6. Through the "Academic Elite Class", "Academic Elite Programme" and "Gifted Education", we help the high achievers to enhance their academic levels. Through the "Academic Guidance Plan" and "Intensive Learning Support Plan", we help the students with special educational needs.							
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
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	Diversified assessment modes, there are three examinations in each academic year. Students take various formative assessments such as Project Learning, group discussions, presentations, students' self-assessment, peer assessment or parent evaluation. "Portfolio of Student's Academic Progress" is used to assess students' learning performance and achievements.				
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 class streaming in P.1 - P.2. One elite class and two ordinary classes in P.3 - P.6.				

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	8:05 AM	3:10 PM	1:00 PM - 2:05 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and Healthy Diet Policy. Self-management Enhancing Training Plan.	1. Cultivate a healthy physical, mental and spiritual lifestyle 2. Morning and afternoon Workout Period 3. "Groovy Friday Programme" 4. Mindfulness practice Session		-		

Life-wide Learning

In order to cultivate and develop students' multiple intelligences and interest, "Groovy Friday Programme" is implemented. More than 30 extra-curricular activities are offered to students. Our school also encourages students to participate in different sorts of competitions, excursions and religious activities, so as to widen their scope of learning and become all rounded citizens.

School Mission

We are using our school setting to disseminate the gospel and provide holistic education for children. We enable children to have a balanced development in virtue, wisdom, physicality, socialization, aesthetics and spiritual inspiration.

School Characteristics

School Management

School Management Organisation:

Different administrative divisions organise teaching, administration and student affairs.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee: Formed by the sponsoring body manager, Principal, Teacher Manager, Parent Manager, Alumni Manager and Independent Manager of the school.

School Green Policy:

Organise a team of Environmental Protection Prefect to assist in promoting the school-based environmental protection policy.

School's Major Concerns:

1. To cultivate students to be caring and solidary who show respect and love for their motherland.
2. To implement various strategies to enhance students' communication skills in order to improve their learning effectiveness.

Learning and Teaching Plan

Learning & Teaching Strategies:

Chinese: School-based Writing Programme, Flipped Classrooms and Classical Poetry Appreciation.

English: School-based Writing Programme, Reading Programme, Phonics Programme, Reading is Fun and English Wednesday.

Mathematics: Teaching for Mathematizing, Mathematical Challenges with Fun and Tiered worksheets.

General Studies: Project-based Learning, Diversified Learning Experiences and the training of higher-order thinking skills.

Life-wide Learning: Values Education Programme, Theme-based Learning Week, Creating the Future by STEAM, Multiple Intelligence Classes and Service Learning, etc. In addition, Overseas Exchange Programmes and Excursions.

Reading: Cross-curricular Reading Classes, Morning Reading periods, Pui Ling Reading Day, Classroom Libraries and Online Libraries.

Information Technology: The "Bring your own devices" (BYOD) programme.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Values Education: Our school has aimed at fostering students' positive values for many years. In recent years, the community has expressed their wish that education should focus on "Cultivating values for Leaders of Tomorrow" to foster students' whole-person development.

To this end, our school will continue to use values education as the base to enable students to understand the meaning of life through a "sensory and experimental" learning approach. Through values education, students will develop twelve priority values and attitudes.

STEAM education: It is promoted by exploring scientific principles and learning various programming languages in G.S. and I.T. classes. Hands-on STEAM activities are carried out in the multi-disciplinary and STEAM elite programmes. Students are encouraged to participate in open competitions to actively broaden their horizons.

Development of Generic Skills:

Students' communication skills, collaboration skills, problems solving skills, mathematical skills, IT skills, critical thinking skills, creativity, self-management skills, self-learning skills, are developed and enhanced through the learning and teaching that takes place in different subjects.

Cultivation of Proper Values, Attitudes and Behaviours:

To enhance students' positive energy and resilience to face the challenges of developmental growth.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. Immerse the students in the core elements advocated in the Gifted Education Curriculum, which are creativity, high-order thinking skills and personal-social competence.
2. Develop the potential of gifted students by providing them with opportunities to conduct pull-out programmes in specific areas (e.g. Maths, P.E., English, leadership training). Also, teachers recommend the gifted students to apply for the appropriate online courses in gifted education which are held by EDB, the Hong Kong Academy for Gifted Education or the universities in HK.
3. Organise learning support programmes, homework accommodations and assessment accommodations for students with special educational needs.

Whole School Approach to Integrated Education:

1. Teachers design and show different teaching strategies to cater for students with special educational needs through collaborative lesson planning, cooperative teaching and lesson observation.
2. The Student Support Team (SST) and the specialists, which include the school-based educational psychologist and the school-based speech therapist, identify students with learning difficulties. The SST organises extra learning support programmes, such as writing skills groups, consolidation groups, social skills groups, training groups in reading and writing skills, attention training groups, School-based Speech Therapy Service and individual education plans.

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:

Tiered assignments, assessments and homework adaption.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Different kinds of activities are held every year by the "Parent Teacher Association" such as outings, workshops and seminars. A "Parent Volunteer Team" is also organised in order to embody co-operation and spirit between parents and school.

School Ethos:

We believe that students' personal qualities will be enhanced through self-reflection. We also hope that they can live in harmony with each other. Moreover, they are expected to unleash their potential and serve the community in the future.

Future Development

School Development Plan:

1. Design diversified learning activities, tasks and assignments to enhance students' learning effectiveness.
2. Implement Interdisciplinary Reading Scheme to promote reading.
3. Develop school-based STEAM education to boost students' interest in learning science and Information technology.
4. Cultivate students' positive values to enable them to face challenges.
5. The "Bring your own devices" (BYOD) programme will be further implemented. Students can use their mobile devices for their pre-task, during-task and post-task e-learning. The blended learning model (both online and face-to-face learning) will be implemented to equip them for further studies.

Teacher Professional Training & Development:

Teachers' professional training is a main focus of our school development plan. 38 teachers in our school hold degrees and 14 have master's degrees. "Staff Development Day" is held every year in order to enhance the professional growth of the teachers.

Others

The new school premise is located at Area 17, Fanling North New Development Area, which offers almost 6400 square meters of educational space. The estimated date of availability of the new school premise will be in 2028.



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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. Yim Chi Shing	Ms. Ho Ying Wai	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					
-					
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Anglican (Hong Kong) Primary Schools Council Limited	Not to be served, but to serve	2000	Chinese	School Bus	About 3020 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-				Yes	Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Pledged School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	-	\$400	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
25	2	1	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Digital TV Studio, Visual Arts Room, General Studies Room, English Room, STEM Room, Computer Rooms, Music Rooms, Student Guidance Room, Conference Rooms				Ramp, Accessible lift, Accessible toilet 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		48		Total number of teachers in the school		50	
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%	28%	81%	12%	26%	62%	

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year		No. of classes	4	4	4	4	4	24
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)		No. of classes	4	4	4	4	4	24
Mode of teaching at different levels	Diversified teaching approaches such as e-Learning, collaborative teaching and cooperative teaching approaches are implemented.							
Remarks	Our school take a series of measures such as dual class teacher mode and peer support schemes to plan holistically for addressing the interface and the various needs of Primary One students. Remedial teaching classes are arranged for students with different learning needs.							

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)	4		
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	The school's assessment policy for the academic year 2025-2026 will be revised to include two assessments and two examinations. Assessment modes: Both formative assessment and summative assessment are adopted. Forms of assessment: Teachers' evaluation, self-evaluation, peer evaluation, parents' feedback.				
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	Students are assigned to classes in a random way when they are new to school. The classes in primary four to six are divided according to students' academic result but not elite class.				

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	3:10 PM	12:10 PM - 1:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	We organize various activities to develop students to have good physical and mental health. Upon signing the Healthy School Charter, students are encouraged to maintain regular physical activities, build up healthy lifestyles and positive values. A series of activities will be held to spread health knowledge and promote proper practices in various aspects.		School ends at 2:10p.m. (Fri.)		

Life-wide Learning

Our school offers diversified extra-curricular activities including Mathematics Elite Team, English Ambassadors, Puppetry Team, Cambridge English courses, Creative Writing Classes, STEM Robotics Club, 3D-printing, Brownies, CYC, Little Soldiers of Christ, Christian fellowship, choral and solo speaking, choir, Acappella, handchimes, Ukulele, instrumental classes, Drama, sketching, painting classes, dancing groups (ballet and K-pop), ball games, athletics, swimming, martial arts, Chinese Martial Arts Dragon and Lion Dance Class, rope-skipping, etc.

School Mission

The Mission of the School

Basing upon the ethos of Christian whole-person education as propounded by the Anglican Church, the School shall nurture and develop students spanning the arenas of morality, intelligence, athletics, community spirits, aesthetics and spirituality.

The School shall:

(i) teach the students to live out the motto "Not to be served but to serve";

(ii) collaborate with parents to become a cohesive force, nurturing children to be independent, confident, assertive and quality citizens who are ready to shoulder responsibility; and

(iii) strive for improvement and develop a quality teaching team and a learning community.

School Characteristics

School Management

School Management Organisation:

We are under the organization of the Anglican (Hong Kong) Primary Schools Council Limited.

Incorporated Management Committee / School Management Committee / Management Committee:

Our IMC established in 2014. Managers include Sponsoring Body Managers, the Principal, Teacher Managers, Parent Managers, an Alumni Manager and an Independent Manager.

School Green Policy:

Optimising efficient use of energy, water, and other resources to avoid overconsumption and adopting the use of eco-friendly materials to minimise carbon footprint. Our school promotes environmental protection messages through organizing different activities and programmes.

School's Major Concerns:

1. Adopt a student-centered approach to enhance the effectiveness of teaching and learning.

2. Through the implementation of values education, we seek to perpetuate Chinese culture and nurture students to embody positive thinking and virtuous character.

Learning and Teaching Plan

Learning & Teaching Strategies:

Develop pupils' problem-solving and critical thinking skills through the school-based reading and writing programmes and inquiry-based learning activities.

Strengthen pupils' language abilities by implementing From Reading to Writing Programme, Reading across the Curriculum and School-based PLPR programme (P.1-3).

1. Develop pupils' generic skills through project learning. (Including STEAM Education, Life Planning Education, Interdisciplinary Learning, Higher Order Thinking

School-Based Programme, Arts Education, Enrichment Curriculum for various subjects and Life-wide Learning experiences)

2. Implement "Bring Your Own Device (BYOD)" in Key Stage 2 and develop e-Learning platforms so as to enhance pupils' self-learning ability. Expect students to take the initiative to learn and acquire self-directed learning skills. To enrich pupils' learning experiences and broaden their horizons through different activities.

Implement cooperative learning to cater for learner diversity.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Actively cultivate students' values and attitudes (including life education, national education and national security education), integrate the values to be cultivated into subject learning, personal growth education and cross-curricular learning programmes to provide students with a comprehensive learning experience.

Continue to promote school-based STEAM education and optimise interdisciplinary project study programmes to comprehensively develop students' problem solving abilities, generic skills and thinking skills.

Cultivate students' interest in reading and learning. Strengthening cross-curricular learning and reading abilities through different activities such as the DEAR reading programme and FUN Reading Day.

Development of Generic Skills:

Generic skills are developed in project learning and classroom activities through cooperative learning and life-wide learning activities of different subjects.

Cultivation of Proper Values, Attitudes and Behaviours:

1. Faith: Be trustworthy

Self-confident people value themselves. Integrity facilitates truthful communication and helps to establish mutual trust.

2. Hope: Be positive

Positive attitudes create self-fulfilling expectations for success and happiness. It is a future that will be shaped by the talented, energetic and forward-thinking learners.

3. Love: Be caring

The care for others is embodied through one's concern about others' situations and feelings. 'There shall be showers of blessing' when we show empathy for others and help people in need.

4. Truth: Be diligent

Enthusiastic people are curious. The quest for knowledge and understanding helps to fuel their vision for the future.

Student Support

Whole School Approach to Catering for Learner Diversity:

Our school provides enhancement programmes for gifted pupils to extend their potential in different areas such as Chinese, English, Mathematics, sports and IT. We also give full support to assist pupils with learning difficulties by offering remedial classes, speech therapy, special arrangements in assessment, etc.

Whole School Approach to Integrated Education:

Resources are well-used to help enhancing students' self-development in different aspects. To cater for students' special educational needs, there are services provided by the school-based educational psychologist and the school-based speech therapist. We have remedial teaching classes to cater for student diversity. We also arrange cooperative learning and peer group learning to facilitate teaching and learning. Different kinds of special education groups such as Project on Whole School Approach to Providing Tiered Support for Students with Autism Spectrum Disorders (AIM Project) and Jockey Club Keen and Active Kids Project (JCKAK) are arranged for students who need special care and support.

Curriculum Tailoring and Adaptation:

We nurture higher-order thinking skills through school-based programmes and project learning. Enhancement programmes in various subjects are provided for pupils with higher abilities. Remedial classes, assessment accommodation and homework accommodation are provided for pupils who have special educational needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Our PTA fosters home-school cooperation to develop a mutually trusting relationship between parents and teachers. This collaboration aims to deepen parents' understanding of their children's developmental and learning needs. Parents and teachers work together to nurture healthy and happy children as well as to develop their character and improve the quality of their learning. The PTA organises a variety of activities such as parental education workshops and seminars, parent-child activities, flag-selling activities and uniform giveaways. Parents participate actively as volunteers to support in school activities.

School Ethos:

Our school ethos is simple and kind. Pupils are self-motivated, confident, obedient, polite and caring. They are enthusiastic in learning and always strive for excellence. Nurturing students' moral spirit, enhancing students' motivation, creating a cheerful and fruitful school life and improving students' well-being through KFWC FUN Award Scheme.

Future Development

School Development Plan:

Continuously develop school-based curricula to enhance students' diverse skills and cultivate their self-learning habits and abilities.

Develop a positive education curriculum rooted in Christian values. Plan a comprehensive holistic health lifestyle model for the entire school to nurture the overall development of both students and teachers, ultimately enhancing their sense of happiness and well-being.

Teacher Professional Training & Development:

Continuously conduct school-based professional training for teachers, and introduce external resources and collaborate with professional organizations to implement curriculum development plans, thereby enhancing teaching effectiveness. Encourage teachers to pursue ongoing education to grasp new trends in e-Learning and the development of STEAM curricula.

Others

Our school has won the Champion of S.K.H. Primary School Maths Olympic Competition for many times.



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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. To Anthony See Yuen	Mr. Chu Kwok Keung	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
Ta Ku Ling Ling Ying Public School Incorporated Management Committee	Honesty, Benevolence, Industriousness and Modesty	1958	Chinese	School Bus; Nanny van	About 10000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
				Yes	Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Pledged School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$50	\$400 (For Teaching and Learning and improving school facilities)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
17	2	1	1	Football field, basketball court, playground, green house, sky garden, water purification system, herbal and butterfly garden.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Computer room, English room, Library room, Counseling room, Resource room, Social worker's room, Multi-Purpose Room, Visual Arts room, Meeting 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		33	Total number of teachers in the school			38
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%	50%	75%	14%	18%	68%

Class Structure

							P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year							No. of classes	2	3	3	3	3	2	16
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)							No. of classes	3	2	3	3	3	3	17
Mode of teaching at different levels		Our school has set up advance group and remedial groups in certain levels to better cater for learner diversity and enhance learning and teaching effectiveness. In terms of language of instruction, Primary One to Three adopt Cantonese as the language of instruction while Primary Two to Three have the flexibility to choose Cantonese or Putonghua according to student and parents' preference.												
Remarks		Our school has established a streaming system for Chinese, English, and Maths based on students' learning needs, allowing them to learn with confidence and improve their performance. Additionally, we offer afternoon classes for gifted students in Chinese, English, Maths, and STEAM to discover their potential.												

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					Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	Quarterly formative assessment reports based on students' daily performance are formulated for P.1 students. There are three examinations per year for students in P.2 - P.6. Formative assessment: a range of formal and informal assessments include classroom performance, student learning portfolios, peer assessment, speaking assessment, homework task and project learning.				
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.4 are divided into mixed-ability classes. P.5-P.6 are grouped by ability.				

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	8:20 AM	3:00 PM	1:00 PM - 2:00 PM
Lunch arrangement		Healthy school life		Remarks	
Provided by designated supplier and arranged by parents.		Our school participates in the 'SportACT Reward Program' and the Physical Fitness Reward Program, focusing on students' athletic training to ensure they develop strong and healthy bodies.		1. Students have lunch with teachers. 2. Students join After-school Support Scheme. 3. Sports teams have afternoon training sessions. 4. Students participate in multi-intelligence classes according to their interests and abilities.	

Life-wide Learning

Our school provides a wide range of extra-curricular activities such as choir team, unicycling, double-dutch jump rope, swimming, and caring for small animals, tennis, track and field sports, magic class, football, basketball, fancy rope skipping, dancing, hand chime choir, djembe, STEM, creative arts, English drama, golf classes, nature survey team and pet team.

School Mission

The promotion of moral, intellectual, physical, social and aesthetics education is equally emphasized. We strive to nurture our students by developing their potential in co-operation and responsibility. We also strive to help our students develop their knowledge, physical fitness and aesthetics, thus they will become good citizens who contribute to the well-being of the society and the nation.

School Characteristics

School Management

School Management Organisation:

The Registered School Board governs the operation of the whole school, where the principal and the school administration staff keep the school in operation.

Incorporated Management Committee / School Management Committee / Management Committee:

It is organized in the form of a decision making committee for school policy making and future development. The board members include the representative(s) from the school board, the principal, representatives from teachers, alumnus, parents and professionals from outside the school.

School Green Policy:

1. We received the Bronze Award of Hong Kong Green School for various 3Rs and environmental protection activities.
2. We received a funding of HK\$590,000 from Environmental protection foundations, aiming to promote the notion of species diversity and environmental protection.
3. We have been granted with nearly 3 million HK dollars by the Jockey Club to establish an education centre of eco-water purification system.
4. Outstanding School Environment Award by Hong Kong Institute of Environmentalists.
5. Greening School Project Award.

School's Major Concerns:

We cherish the physical and moral developmental needs of every student. We provide students with a multi-dimensional curriculum and activities, and hence students' potential and creativity can be developed and enhanced.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Apply multiple teaching strategies such as positive thinking, small class teaching, cooperative learning, experiential learning and graded homework.
2. Develop Forest School curriculum using school's natural resources to intrigue students' curiosity and interest and uplift leaning effectiveness.
3. To promote whole-person development, the school designs and creates rich and plentiful learning experiences for students and encourages them to actively participate in study tours, arts and sports activities and social services.
4. Develop students' multi-intelligence and create chances for achievements through Multi-intelligence classes and multiple sharing.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Promote Ling Ying Forest School Programme and nurture positive values and attitudes among students through diversified learning experiences, services and setting goals in different subjects.
2. Promote and enrich students' knowledge in traditional Chinese culture through Cantonese Opera, Martial Arts and Shadow Puppetry.
3. There are Forest Days, RaC and STEM projects in each level to develop and nurture students' abilities in reading, science and generic skills.
4. Set up morning and afternoon reading sessions to cultivate reading interests and habits.
5. There are multi-intelligence classes, sports team training, PE activity classes and a designated free-time session within the timetable to encourage exercising for a healthy lifestyle.

Development of Generic Skills:

To Cultivate students' nine generic skills through daily teaching, Life-Wide activities and Project Learning.

Cultivation of Proper Values, Attitudes and Behaviours:

Our school promotes positive education. The teaching team has learned students' mental and physical needs for growth, formulated and agreed upon the Positive Education Charter.

The focused strategies include:

1. Through rich and diversified activities and class management, build a healthy student-teacher bond, promote Life Education, physical development and nurture gratitude and positive values among students.
2. Appreciate students' abilities in different aspects and help them maintain a positive learning mode.
3. Develop students' multi-intelligence and create chances for achievements through Multi-intelligence classes and multiple sharing.

Student Support

Whole School Approach to Catering for Learner Diversity:

The school implements cooperative learning strategies to cater for different learning needs. The students support team has taken actions to cater for different learning needs through various projects, such as remedial learning groups, speech therapy, after-school tutorial classes, Jockey Club Project RISE and AIM Project.

Whole School Approach to Integrated Education:

Our principal, teachers, school social worker, school-based educational psychologist, school-based speech therapist, non-teaching staff, students, and parents alike are the stakeholders of inclusive education. Together, we have built up a harmonious, disciplined and caring atmosphere. The school has set up clear policies, mechanism and training groups to ensure smooth integration into school life and all-rounded and healthy growth and development.

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:

1. Set up various gifted learning groups and remedial groups to maximize learning effectiveness.
2. Set up Primary 1 bridging course and project learning week to ensure smooth integration into school life and all-rounded development.
3. Set up Gifted Education and Counselling and arrange suitable activities for students to cater for their learning needs and interests.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The PTA plans and implements activities regularly and organizes volunteer teams, as both companions and mediators, to give support for the school.

School Ethos:

1. Nurturing students with Honesty, Benevolence, Industriousness and Modesty.
2. There are two class teachers in each class responsible for class teacher sessions and class management. We have received Harmonious Campus Award.
3. All teaching staffs have attended training workshops on Parenting Positive Disciplines and NLP training course which aim at helping students develop a positive attitude towards life and a healthy body and mind.
4. The relationship among teachers is good; counseling service for students are emphasized.
5. Help students to develop individual potential and the motivation to learn.

Future Development

School Development Plan:

1. Enhance students' language proficiency, fostering interest and confidence in learning.
2. Enhance students' well-being using PERMA to shape a positive lifestyle.

Teacher Professional Training & Development:

Our school values the importance of teachers' professional development and training. We often join workshops to share our experiences in teaching. We have won awards in recognition for the quality of our teaching. Our staff members embrace the idea of lifelong learning and our school is moving towards and becoming a learning community.

Others

Our school has been awarded the Champion title of both Hong Kong Olympiad in Informatics (HKOI) Grand School Prize and the Greening School Project Award (Large Garden Plot in 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
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-instalment 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.



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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. Chan Kwok Wai	Mr. Chan Hei Chuen Tany	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					100%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Salvation Army	Integrity, Faith, Love, Diligence	2021	Chinese	School Bus	About 5000 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		Pledged School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$30	\$300	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	Achievement Square, Companion Square, Running Track, Climbing Wall, Climbing Net
Special Room(s)			Facility(ies) for Supporting Students with Special Educational Needs	
Pottery Room, General Study Room, Visual Art Room, Music Room, Student Activity Room, STEM and Computer Room, English Room, Handbell Room, Chapel, Hydroponics Room			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		56	Total number of teachers in the school		63	
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
78%	100%	32%	40%	41%	29%	30%

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		We offer enhancement courses for students with better learning abilities to upgrade their academic standard. We also conduct small groups and tutorial classes for students with different learning abilities during or after school hours. We also implement small class teaching from Primary one to six.												
Remarks		Cantonese is the major teaching medium of Chinese Language in the School. By adding Putonghua elements, Students could gain sufficient exposure on both languages.												

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)	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	The school provides multi-assessment methods to gain a comprehensive understanding of students' learning processes and outcomes. Additionally, to connect learning content with daily-life applications, the school has implemented practical assessments that emphasize the application of skills, creative thinking, and problem-solving abilities, thereby promoting the holistic development of students.				
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	Students in P.4-6 are grouped based on their academic performance and various other aspects, with the aim of addressing the learning differences of students with different 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	3:25 PM	12:30 PM - 1:30 PM
Lunch arrangement		Healthy school life		Remarks	
Provided by designated supplier and arranged by parents.		Our school is keen on promoting healthy eating and environmental education. Students have lunch in their classrooms at school. The lunch supplier provides nutritious meals and uses eco-friendly tableware to cultivate environmental awareness in daily life.		Our school has morning session, library lesson, lunch break activities, religious meetings, civic education, remedial classes, inquiry learning, service learning as well as project learning to create a rich learning environment and facilitate life wide learning.	

Life-wide Learning

Our school aims to help students understand themselves and develop their potential, they go through three stages: Experiential Learning (Starter), which includes multiple intelligence classes, subject learning days, and experience days. Systematic Training (Mover), such as handbell team, Chinese drum team, math Olympiad, English drama, mini tennis, swimming, VEX robotics, etc. Student Showcase Platform (FLYER): Achievement Sharing Exhibition.

School Mission

School Mission

Based on Christian education, our mission is to nurture our students to become good citizens who love of life, joy of learning, protect the environment and benefit the community, to know how to be thankful and cherish, and develop their strengths to lead a fruitful life.

School Vision

To educate children to be empathetic, to develop integrity, character, and acquire relevant skills and knowledge to reach their full potential.

School Characteristics

School Management

School Management Organisation:

We implement the school based management system and make use of the self-evaluation policy to optimize the school administration.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee is composed of the supervisor, representatives of the sponsoring body, professionals, the principal, parent representatives, and teacher representatives. They actively participate in school development and establish good partnerships.

School Green Policy:

Through a variety of learning activities, we enhance the environmental awareness of all stakeholders and promote green living. Enable students to develop green thinking, respect nature and the environment, and cultivate a sense of responsibility for environmental protection. The school campus is equipped with various eco-friendly facilities, such as solar panels, a rainwater collection irrigation system, and sensor lighting systems, to conserve energy. It has received a Gold rating in the Hong Kong Green Building Council.

School's Major Concerns:

1. Plan with positive concepts to build campus culture and policies.
2. Promote self-directed learning, cultivate students' attitudes and abilities for autonomous learning, and enhance students' learning effectiveness.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. The school aims to nurture students into good citizens who appreciate life, enjoy learning, protect the environment, and contribute to the community, based on Christian education.
2. Promote cross-disciplinary curriculum planning and experiential learning through inquiry learning weeks, STEAM education, service learning, and cross-curricular reading to enhance students' development of nine generic skills and vertical research abilities, broaden their horizons, increase learning interest, and enrich their learning experiences.
3. Foster a love for reading and a culture of learning through reading.
4. Utilize the campus environment to cultivate students' love for the environment, efficient use of resources, understanding of green living, and balanced physical and mental development; create a favourable language learning environment and atmosphere, strengthen students' opportunities and abilities to become biliterate and trilingual. and promote students' autonomous learning

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Strengthen values education with a focus on positivity to promote overall development.
2. Utilize school hours for various activities like assemblies, growth classes, and exchange programs to provide comprehensive learning experiences and balanced development.
3. Cultivate media and information literacy and realize their dreams through STEAM to benefit the community and improve life.
4. Enhance assessment literacy and use data effectively to promote efficient learning.

Development of Generic Skills:

Provide students with meaningful learning contexts through various teaching activities, developing their generic skills in an integrated manner.

Cultivation of Proper Values, Attitudes and Behaviours:

Through positive education, students can learn how to face adversity and approach life's challenges and pressures with a positive attitude. By discovering students' character strengths, we build their physical and mental health, positive emotions, full engagement, positive relationship, meaningful life, and sense of achievement, thereby leading them towards a happy and fulfilling life.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. Embrace the spirit of Christ to establish a caring and harmonious positive campus culture, meeting students' needs and promoting their physical, mental, and spiritual growth.
2. Cultivate students' self-discipline, rule-abiding behavior, and tolerance, fostering a caring and positive school ethos.
3. Develop students' service spirit and leadership skills, nurturing future leaders for the community and embodying the spirit of helping others to help themselves.

Whole School Approach to Integrated Education:

The school is committed to create an inclusive learning environment, using resources flexibly, implementing effective strategies to cater for the needs of different students and providing high-quality educational services in response to the individual differences of students and special educational needs.

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; and organising activities to create an inclusive learning environment in the school. Our school also implement Reading Companion Program for lower primary students, provide software and hardware teaching resources to promote learning of Chinese for Non-Chinese speaking students.

Curriculum Tailoring and Adaptation:

Provide flexible classroom activities, design assignments at different levels, and offer after-school training programs for diverse skill training to cater to students' varied learning needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The Parent-Teacher Association and parents work closely with the school and are very supportive of its efforts. Our school is committed to promoting parent education, supporting parents to nurture their children with care so that the children can thrive in an environment of encouragement and praise.

School Ethos:

We nurture students' growth according to biblical truths, with both discipline and love.

Future Development

School Development Plan:

Our school is learning-oriented. Students build knowledge through self-directed learning and inquiry, developing good study habits and gradually deepening various common competencies. We emphasize enhancing students' biliterate and trilingual abilities, self-directed learning, and information technology learning to strengthen their future competitiveness. The curriculum also incorporates different elements to allow students to enjoy the experience and joy of learning.

Teacher Professional Training & Development:

In line with the school's development focus, develop 'professional learning communities' from school, subject and group, individual, and external professional support aspects. Arrange various workshops, thematic lectures, and inter-school teacher meetings to promote teachers' professional growth and enhance their professional capabilities.

Others

Through mainland and overseas academic exchange activities, students can learn about their country and the world, enhance their sense of national identity and cultivate them to become global citizens. Students learn from environmental education classes to manage renewable energy devices and experience green living in order to gain a deeper understanding and appreciation of environmental protection and broaden their horizons. In addition, students receive spiritual and life education since childhood, understand the love and truth of our Lord Jesus, and enrich their spiritual life.



School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Leung Chi Man	Ms. Chan Kim Ching	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
Fuk Tak Education Society	Be polite, be generous, be honest, be humble.	1959	Chinese	School Bus; 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	Yes	Whole School Health Programme		Pledged School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$20	Special purpose fees \$450	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
12	1	1	2	Most of the school area is air-conditioned and covered with Wi-Fi network. There are computers, screens and projectors in classrooms.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
English room, student activity center, Stem Room, multipurpose room, counseling room, conference room, music room, visual arts room, library.				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		22	Total number of teachers in the school		24	
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
96%	50%	50%	62%	25%	25%	50%

Class Structure

							P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year							No. of classes	1	2	1	2	2	2	10
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)							No. of classes	1	1	2	1	2	2	9
Mode of teaching at different levels		To cater for student diversity, an intensive remedial teaching program is offered to students with needs.												
Remarks		Small class size setting in P.1 to P.6. Space Town Program, Reading Across Curriculum, P1-3 NET lessons and a variety of English extra-curricular activities to promote English learning. Dual class teacher mode.												

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
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	Diversified assessment for different subjects. Apart from examinations, a diversified and progressive student portfolio is also used.				
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	Students are streamed according to their average 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	8	35 mins	8:25 AM	3:45 PM	12:30 PM - 1:20 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	We have a lot of health seminars for students. We have joined Joyful Fruit Day to promote fruit eating among students.		1. Homework tutorial periods are arranged to help and support students who have difficulty in completing their homework. 2. various kinds of extra-curricular activities are provided for students.		

Life-wide Learning

Wind instrument Club, Fencing, Volleyball School Team, table tennis, Chinese juggling, Taekwondo Club, Dancing Club, RoboMaster, coding class, Handbells, outdoor learning activities, Cambridge English Course for young learners, etc.
In 2015, the wind orchestra was established.

School Mission

School aims at providing a pleasurable environment to students, developing students potential, positive values and attitude.

School Characteristics

School Management

School Management Organisation:

On September 13, 2008, our school established the IMC. It will further enhance the quality of school-based management.

Incorporated Management Committee / School Management Committee / Management Committee:

Incorporated Management Committee (IMC).

School Green Policy:

The School promotes and conducts whole school and school-based environmental education. Fully utilizing the Community Environment, and Learning Resources. Our school promotes environmental protection messages through organizing different activities and programmes.

School's Major Concerns:

1. Continuously increase students' self-directed learning capabilities with diversified teaching strategies.
2. Continuously foster students' positive values.

Learning and Teaching Plan

Learning & Teaching Strategies:

Flexible lessons are provided so students can have enough time for various learning activities, sports training and remedial courses. Students participate in different technological creation competitions so that they can use information technology to construct knowledge. Students' ability to collaborate and communicate is cultivated through various learning activities. Students' English listening, speaking, reading and writing skills are enhanced through participating in school-based reading and writing plans.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. To promote STEM education, STEM relevant elements are integrated into Mathematics, Information Technology (Computational Thinking & Coding Education).
2. Computer Studies and other subjects develop students' information literacy through courses and activities.
3. Tutoring classes from Monday to Thursday.
4. Through the school-based curriculum, the school provides all students with positive value courses and activities to care for the emotional needs of students, appreciate their positive behaviors.
5. Through activities and curriculum, students can learn about China and the world.

Development of Generic Skills:

Students generic skills are built through various learning activities, such as sports day, project learning, Little Inventors Competition, Culture Week. Native speaking English teachers (NETs) who provide students with a better English learning environment and a school-based English programme to let students explore the world.

Cultivation of Proper Values, Attitudes and Behaviours:

Students: provide further opportunities to embrace their full potential and to promote their self-confidence. Positive values and attitudes are fostered through various learning activities such as Personal Growth Education, morning assemblies, seminars and service learning.
Parents: organize parent-child activities and workshops to promote positive parenting.
Teachers: enhance positive learning atmosphere through workshops and sharing sessions.

Student Support

Whole School Approach to Catering for Learner Diversity:

School participated in the school-based after-school Learning and Support Programmes, District-based plan, the Hong Kong Jockey Club Life-wide Learning Fund, care fund after-school care programs and Adolescent test, so that students are fully supported. School not only help less able students like providing after school tutorial lessons, but also grant extra enhancement training such as English Cambridge classes, Mathematics, General Studies (Science and Technology), Music, Visual Arts and Sports.

Whole School Approach to Integrated Education:

Student Support Team
Principles and consideration on deployment of resources, e.g. employ teaching assistants and purchase speech therapy services.
Specific measures in supporting students with SEN, e.g. teaching assessment adaptation, after-school tutorial classes, Chinese and English support programmes, social skills training, adventure-based training, etc.

Curriculum Tailoring and Adaptation:

Adapt the curriculum to suit our students' learning abilities, interests and needs.
Provide suitable adjustment on homework and arrangement of examination for the students with special educational needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Parent-Teacher Association organize a number of activities each year: General Meeting, parent child travel, seminars and workshops to enhance the communication between teachers and parents. Parents' active participation fully demonstrates home-school cooperation.
We organise "Parents Academy" Programmes, providing parents the techniques of nurturing children.

School Ethos:

Simple ethos, develop students' potential, establish tutoring classes, extracurricular activities and a variety of enhancement courses, cultivate talents for the community. The establishment of the study groups helps our students to build up their spirit of cooperation.

Future Development

School Development Plan:

1. School actively enhances students' potentials, personal qualities, positive values and attitudes through the curriculum, activities and services experiences.
2. Strive for resources outside the school, continue to strengthen the foundation of students' language proficiency.
3. Enhance the effectiveness of learning and teaching.
4. Assist students to establish positive values and attitudes and implement the spirit of lifelong learning.
5. Optimizing the strategy of self directed learning, nurturing students to be initiative and active in learning.
6. Enhance students' national identity through experiential learning.
7. To enhance students' learning experiences and self-exploration abilities by a better manipulation of e-learning techniques and STEM education.

Teacher Professional Training & Development:

Arrange and encourage teachers to participate in professional training, in order to enhance the effectiveness of teaching:
Participation in EDB, Chinese University, Hong Kong University and The Education University of Hong Kong's School-based Support Services to exchange professional teaching sharing for planning and developing school-based curriculum.

Others

1. Ensure student study in a pleasant and caring learning environment. Teachers' love and care for students.
2. Optimize STEM education.
3. There are different reward schemes to encourage students who have excellent performance or continuous progress in all aspects.
4. Our school is keen on organizing outgoing learning activities to expand our students' horizons.



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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
M.H. Lee Koon Hung	Mr. Lam Kam Hung	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
Shatakok Central Primary School Limited	Friendship, Love, Loyalty, Integrity	1988	Chinese	School Bus; Nanny van	About 3500 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
-	-	\$50	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
12	3	1	1	Other school facilities include an AI running track, a gift shop, Sandy Art Gallery, and solar power generation equipment on the rooftop.
Special Room(s)			Facility(ies) for Supporting Students with Special Educational Needs	
CoolThink@JC Studio, STEAM Innovation Lab, AI Robotics Lab, Science Lab, Pottery Creation Studio, Media Creation Lab, Multi-sensory Training Centre, Tree House, Smart Home for the Cats, English Room, National Security Education Resource Room etc.			Ramp, Accessible lift, Accessible toilet, Tactile guide path and Accessible public information / service counter.	

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

Number of teaching posts in the approved establishment		16	Total number of teachers in the school		21	
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%	52%	80%	-	50%	50%

Class Structure

							P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year							No. of classes	1	1	1	1	1	1	6
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)							No. of classes	1	1	1	1	1	1	6
Mode of teaching at different levels							Our teaching follows "Diversity, Innovation, Convergence, Emergence" principles. We integrate English into technical subjects while fostering creative expression and problem-solving. Student groups with diverse traits inspire each other through interaction, with layered questioning guiding deeper thinking. Our warm classroom atmosphere creates joyful, efficient learning.							
Remarks							Our school emphasizes biliteracy and trilingualism with five native English teacher lessons in lower primary. Technical subjects incorporate English, while after-school programs include dedicated English training and 40+ activities in music, art, sports, and STEAM to develop students' confidence and skills.							

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)	0		
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	P.1-P.3 use progressive assessment instead of traditional tests, reducing pressure while tracking progress. Term portfolios showcase student work. P.4-P.6 combine paper exams with performance assessments to support secondary school applications and provide comprehensive evaluation.				
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.5-P.6 use ability grouping in Chinese, English and Math, challenging high achievers while others receive appropriate foundational instruction in original classes to meet diverse learning needs.				

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	8:30 AM	4:30 PM	12:55 PM - 1:50 PM
Lunch arrangement		Healthy school life		Remarks	
Provided by designated supplier and arranged by parents.		The school comprehensively cares for students' physical and mental wellbeing, with special emphasis on psychological health development. Through diverse activities including sports, life education, sex education, and anti-drug education, we cultivate proper values and life skills. We create a safe and caring environment that helps students thrive and become healthy pillars of society.		We schedule eight regular classes and one teacher-guided tutorial session daily, with classes ending at 15:35, followed by a 45-75 minute diverse learning period for specialized training or homework support. On Saturdays, interest groups, specialized training, and outdoor learning activities are offered to cultivate productive leisure habits. On weekdays, whole-school activities, field trips, and online learning.	

Life-wide Learning

We are committed to providing rich and diverse learning experiences, carefully arranging monthly off-campus excursions for students at all grade levels to effectively expand their horizons and knowledge domains. Our students travel to Mainland, Singapore, South Korea, Australia, and the United States to participate in international exchanges across different fields, cultivating a global perspective.

School Mission

We uphold a "student-centered" educational philosophy, committed to inspiring each child's multiple intelligences and cultivating their abilities for lifelong independent learning, active exploration, deep reflection, innovative thinking, and flexible adaptation. By establishing solid foundations of self-respect, self-confidence, and self-discipline, we equip students to calmly face future life challenges and encourage them to contribute meaningfully to the well-being of society, nation, and the global community.

School Characteristics

School Management

School Management Organisation:

Our school implements a school-based management model, with the principal leading senior teachers to form three core committees — the "School Development Committee," "Learning and Teaching Development Committee," and "School Ethos and Student Development Committee." Together, they constitute the leadership core of the school, effectively coordinating and driving the professional work of various administrative groups to ensure continuous optimization and development of the school.

Incorporated Management Committee / School Management Committee / Management Committee:

Our Incorporated Management Committee brings together diverse perspectives from representatives of the sponsoring body, the principal, professional teachers, parents, alumni, and independent members, forming the school's highest governance structure. This committee is dedicated to guiding campus development in accordance with the school's mission, committed to providing students with a comprehensive, high-quality educational experience.

School Green Policy:

Our school is dedicated to creating a green campus and cultivating environmentally conscious citizens. Our environmental education strategies include: integrating STEAM with environmental protection, encouraging students to design innovative eco-solutions; implementing waste reduction programs, recycling systems and green procurement; organizing ecological field trips, tree planting and environmental service activities; developing green campus spaces; and creating cross-disciplinary environmental curricula to foster students' critical thinking skills about environmental issues.

School's Major Concerns:

1. Cater for diversities to enhance learning and teaching. 2. Develop positive education to foster positive attitude. 3. Strengthen professional capabilities among teachers.

Learning and Teaching Plan

Learning & Teaching Strategies:

Diversity • Innovation • Integration • Excellence • Caring Campus • Joyful Learning

Diversity: Our curriculum features English puppetry, robotics, pottery, and kinesthetic training, with English-assisted teaching to broaden horizons and promote holistic development.

Innovation: Our STEAM platform sparks creativity and inquiry. We encourage students to "dare to create and dare to fail," building confidence through trial and reflection.

Integration: Like sand grains forming a tower, each student has unique strengths. Through collaboration, we combine talents to create new forces for the future.

Excellence: In our nurturing environment, children showcase potential, build confidence, and establish solid foundations for their future.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Our school embraces Invitational Education, creating quality learning environments. Our curriculum aligns with the Primary Education Curriculum Guide, addressing the split of General Studies into Science and Humanities. We develop STEAM through robotics education and enhance language skills via English puppet drama. Cross-disciplinary learning builds creativity, collaboration, and problem-solving. We emphasize cross-curricular reading for self-directed learning while integrating national security and healthy lifestyle education. Our culture respects diversity through differentiated teaching, helping students develop in a positive environment to become a generation with national identity, global perspective, and lifelong learning skills.

Development of Generic Skills:

Our school adopts the "Think-Discuss-Share" interactive teaching approach as our core, promoting deep classroom engagement and thinking. Through systematic diversified learning experiences including authentic outdoor learning, innovative e-learning, specialized skills training, cross-curricular activities, and inquiry-based project learning, students progressively develop generic skills such as critical thinking, creative problem-solving, collaborative communication, and information processing, establishing core competencies for the future.

Cultivation of Proper Values, Attitudes and Behaviours:

We are committed to guiding students in developing a mindset of gratitude and appreciation, character of responsibility, compassion for self and others, courage to face challenges, spirit of service, sense of patriotism and law-abiding citizenship, and an open, inclusive worldview. Students internalize these values through diverse learning contexts, forming well-rounded personalities and positive life attitudes, nurturing outstanding citizens for society.

Student Support

Whole School Approach to Catering for Learner Diversity:

Teachers employ technology to lead diverse learning activities, enabling students of varying abilities to showcase their talents. The school offers tiered assignments, e-learning, curriculum adaptations, small group teaching, and school-based professional support services to comprehensively address learning needs.

High-achieving students participate in enhancement training and external competitions to develop their potential. The school also encourages older students to guide younger ones, fostering peer support and extending this caring culture to the community.

Whole School Approach to Integrated Education:

The SEN Coordinator tracks individual student needs while the Student Support Team addresses learning differences using various resources including e-learning tools. Based on assessments, the school provides personalized accommodations and IEPs. Parent-child activities strengthen home-school co-operation, supporting students' development in an inclusive environment.

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. Specialized after-school tutoring and homework accommodation for non-Chinese speaking students.

Curriculum Tailoring and Adaptation:

Our school offers diverse curricula in a joyful learning environment, helping students discover potential and develop holistically. The English Puppetry Program (BYOP) enhances language skills through puppet manipulation and script creation. STEAM education including robotics cultivates hands-on abilities and creativity; pottery elevates artistic literacy; kinesthetic training improves coordination. Through inquiry and practice, we nurture innovation and confidence to meet future challenges!

Home-School Co-operation and School Ethos

Home-School Co-operation:

The school communicates with parents through multiple channels including websites, WeChat groups, electronic notices, and social media. We organize parent meetings, workshops, and activities to share our educational philosophy. Parent volunteers assist in classrooms and events, creating a collaborative partnership that supports students' holistic development.

School Ethos:

Our school integrates discipline and guidance, embedding our motto and core values into campus life. Through life education courses, growth classes and group training, we cater to students' needs at different stages. We establish diverse service platforms, including student service teams, peer programs and community volunteering, fostering a spirit of mutual support. Experiential learning builds a caring culture and develops positive thinking. We encourage students to understand themselves, pursue goals, and contribute to society.

Future Development

School Development Plan:

1. Continuously optimize school-based curriculum: Diverse programs including English Puppetry (BYOP), robotics education, pottery, and kinesthetic training.
2. Focus on students' holistic development: Emphasize physical and mental health and character education, based on the "Study Locally, Think Globally" philosophy, providing diverse learning experiences to nurture students as outstanding citizens with global perspectives.
3. Improve campus facilities and resources: Enhance student safety and comfort, integrate green campus concepts to promote sustainable development education, and strengthen students' abilities in digital technology and artificial intelligence applications.

Teacher Professional Training & Development:

The school actively promotes teachers' professional development through diverse external support programs. The English Department participates in CUHK's small-class teaching support scheme; the Curriculum Team implements Invitational Education to discover student talents; the Student Support Team applies tiered Chinese language teaching to address learning diversity; the Chinese Department joins EdUHK's "Animation, Famous Passages, Classical Chinese" program; and the General Studies Department enhances inquiry teaching through the Science Education Pilot Scheme. Through these professional collaborations, teachers continuously grow to create quality learning experiences for students.

Others

Sha Tau Kok Central Primary School is committed to creating a diverse and innovative learning environment through STEAM education, cultivating creative thinking and problem-solving skills through robotics courses and technology activities. The school encourages students to participate in off-campus learning experiences such as astronomical observations, eco-friendly art creation, and various academic competitions to broaden their horizons and enhance their comprehensive abilities. We emphasize a caring culture, fostering a mutually supportive and inclusive campus atmosphere where students build confidence and embrace new challenges. The school also works closely with parents and the community to create a joyful and inspiring learning journey.