



中華基督教會何福堂小學  
C.C.C. Hoh Fuk Tong Primary School

41 Lung Mun Road, Tuen Mun, N.T.

24597156

24521903

info@hft.edu.hk

http://www.hft.edu.hk

70

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Ko Kwok Hung	Ms. Wan Shuk Fan	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					50%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Hong Kong Council of The Church of Christ In China	When you know the truth, the truth will set you free	1971	Chinese	School Bus	About 6200 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
-	-	\$180 (Permenent)	\$450	Alumni (18 years old \$100 permanent annual fee)

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
31	3	1	1	General Office, Counselling Room, Reception Room, Conference Room, Games Room and Tuck Shop.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Dancing Room, STEAM Room, ITPC Room, Campus TV Station, English Room, Visual Arts Room, Music 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			44	Total number of teachers in the school		52
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%	65%	15%	25%	60%

Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year			No. of classes	3	4	3	4	4	5	23
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)			No. of classes	4	3	4	3	4	4	22
Mode of teaching at different levels		1. Small class teaching.Two class teacher system. 2. Diverse teaching and learning strategy to cater for learner diversity. 3. Diversified actioities and life education in the afternoon lessons to develop holistic education.								
Remarks		Starting from 2021/2022, the medium of instruction for the Chinese Language subject is going to be Putonghua for P.1 to P.2 and Cantonese for P.3-P.6. For students admitted in 2020/2021, the medium of instruction for the Chinese subject remains Putonghua.								

Performance Assessment

Number of test(s) per year (P1 only)		1	Number of exam(s) per year (P1 only)		1	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		2	Number of exam(s) per year (P2 to P6 only)		2		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	Apart from regular tests and exams, objective based project learning and formative assessments are adopted to enhance students' learning effectiveness and to develop their generic skills. The regular test and exam of P.1 students are cancelled in the first term.						
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.1-3 students are grouped with mixed abilities. P.4-6 students are streamed according to their learning abilities and academic results. Grouping students with similar learning abilities and aptitudes is aimed to improving teaching effectiveness and catering 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	10	30 mins	8:10 AM	3:30 PM	12:50 PM - 2:10 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. Morning jaggging, Chinese Martial Art. 2. Nutrition lunch. 3. Promotion plan in physical education. 4. Promote 4RS Mental Health Charter for cultivating a positive mental health in school.		3 recess every school day. In recess,30 minutes for diversified activities. School ends at Monday to Thursday: 3:30pm Friday: 3:00pm		



Life-wide Learning

Picnic, field trip, talent show, Carnival, Sports Day, flag raising. With various activities, students' potential can be well developed. Their interest in sports and arts could also be cultivated with the following activities: Swimming Team, Athletics Team, Table-tennis Team, Football Team, Basketball Team, Taekwondo Team, English and Putonghua Drama Teams, English Puppetry Team, Percussion Team, Marching Band, Chime Kids, Chinese Dance Team, Chinese and English Choral Speaking Teams, Uniform Groups: Scouts, Girl Guides, Boy Scout, Community Youth Club; English and Putonghua Broadcasting, International Mathematical Olympiad & General Studies Ambassador, Coding Team, Martial Arts, English Ambassador, Chinese Dragon Dance, Japanese

School Mission

With the love of Christ, compassion for humanity and a progressive attitude, we strive to provide educational excellence to develop pupils' potential to the fullest and to share with them the words of the Gospel while nurturing them to become good citizens who will contribute to our society and nation.

School Characteristics

School Management

School Management Organisation:

The Incorporated Management Committee of the School participates in the development direction of the school and the school policy is launched by the School Head with the Executive Council to implement relevant work.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee of the Church of Christ in China Hoh Fuk Tong Primary School was established on 22nd August 2006, which participates in the development direction of the school.

School Green Policy:

School rooftop is equipped with 44 solar panels.  
We promote energy conservation and recycling. We also compost kitchen waste in order to work towards a greener lifestyle.

School's Major Concerns:

- 1. Strengthen national identity, cultivate positive values and lead a healthy life.
- 2. Strengthen student's reading abilities KLA knowledge language skills and generic skill's through learning and teaching.

Learning and Teaching Plan

Learning & Teaching Strategies:

In alignment with the seven learning goals, we facilities the process of knowledge construction through various interactions between teachers and students, as well as among peers. We employ different modes such as inquiry, study, peer assessment, collaboration, discussion, performance, and self-directed learning. We also incorporate electronic learning materials to enhance students' learning interests faster self-learning attitudes and develop independent learning labilities. Additionally, we systematically implement interdisciplinary STEAM project studies throughout the school. We guide students to go beyond the classroom for visits, allowing them to enjoy a comprehensive learning experience.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Our school is strongly promoting primary humanities and science education and STEAM education(programming, AI and aerospace). We also cultivate students' whole- person development. More importantly, we put emphasis and resources on promoting Chinese culture and national education curriculum to our next generation.

Development of Generic Skills:

We emphasis on students' generic skills development, i.e. collaboration skills, communication skills, creativity, critical thinking skills, information technology skills, numeracy skills, problem-solving skills, self-management skills and study skills.

Cultivation of Proper Values, Attitudes and Behaviours:

Twelve primary values and attitudes are developed in students.

Establish a dual class teacher system to enhance the culture of care and promote positive values and attitudes.

'Develop School-based Life education' curriculum to enhance student's growth.

Student Support

Whole School Approach to Catering for Learner Diversity:

Under the 3-tier Intervention Model, students' learning diversity are catered for quality teaching, with graded in-class tasks and assignments, after-school enhancement classes, School Team Training and outside-school Gifted/ More Able student training.

Whole School Approach to Integrated Education:

Our Student Support Team, provides assessment and teaching arrangements, special training groups, Enhanced School-based speech therapy service, individual education plan, etc., to support our 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; organising activities to create an inclusive learning environment in the school; and our school uses Putonghua to teach Chinese in all classes / groups at certain levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc.

Curriculum Tailoring and Adaptation:

Our school curriculum which aims to facilitate students' whole person development, is broad and balanced. Streaming is done according to individual ability and aptitude of students. We look after students with different learning needs with tiered tasks. We also develop students' potential.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Parents of our school actively support and are involved in the development of the school including establishment of Parent-teacher Association, organizing parent volunteers and co-organizing parent education and parent-child activities, etc. Parent-teacher Association has set up a scholarship scheme to show appreciation to and encourage students to be outstanding in both conduct and academics.

School Ethos:

Our school is famous for students' good discipline. Students are willing to co-operate with others. We implement "individual" and "class" award schemes: (SHINE) to enhance students' self-confidence. We also put heavy emphasis on a harmonious learning atmosphere and a good student-teacher relationship. We cultivate a respectful, friendly, courteous and fair environment to nurture students in the love and truth of Christ.

Future Development

School Development Plan:

- 1. Our school continuously develops students' virtues and self-directed learning skill, promote the civic values such as self-regulation and responsibility.
- 2. Promote the study of Chinese culture and deepen the understanding of traditional culture.
- 3. Teach students to deal with emotions, cope with stress and overcome difficulties with a positive attitude.
- 4. Emphasize students reading and study skills through cross-curriculum learning.
- 5. Through STEAM education to enhance student's genic skills in the aspect of programming AI and aerospace.
- 6. Emphasize student's knowledge though self-directed learning.

Teacher Professional Training & Development:

The continuous professional development of teachers is formulated in line with student growth, curriculum needs, individual teacher development and school development needs. This includes the use of e-learning and metacognitive strategies to promote autonomous learning. We believe that teaching theories, skills and practices are interconnected. Though classroom learning research, we share "subject-specific pedagogical knowledge", "inheritance", "transformation" and "innovation", aiming to become a "community of practice" within a teaching professional center.

Others

We are organizing parent seminars and other parent education activities to teach parents how to build more harmonious relationships with their children.  
To encourage students to develop their talents, we have established a number of scholarships to praise students for their achievements in academics, conduct and service.





中華基督教會蒙黃花沃紀念小學  
C.C.C. Mong Wong Far Yok Memorial Primary School

🏠 Estate School, Tin King Estate, Area 1, Tuen Mun, N.T.

📞 24563678

📧 info@cccmwfys.edu.hk

📠 24542863

🌐 http://www.cccmwfys.edu.hk

70

POA School Net No.

### School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Rev. Leung Yuen Yiu	Dr. Cheng Ka Po Shirley	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
The Hong Kong Council of The Church of Christ In China	Self-enrichment and Harmony	1989	Chinese & English	Nanny van	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	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
-	-	\$35	\$450 (charges for specific purposes such as school based teaching materials, e-learning platforms and admin. fees, etc.)	-

### School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
29	2	1	1	Air purifiers, Interactive touch panel, Aquaponic system, Turtle playground, Pearl pool, Ecosphere, Rock climbing area and fitness equipment etc.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Innovation Space, Multipurpose Learning Centre, Smart Land, Creative Cooking Room, Multifunctional Activity Room, Space Lab, Dancing room, Music rooms, English Wonderland, Campus TV, Library, Visual Arts 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		58
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
84%	98%	22%	70%	22%	24%	54%

### Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year			No. of classes	5	5	4	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	5	4	5	5	29
Mode of teaching at different levels		1. Classes combine traditional and activity-based teaching methods, supplemented by a group study learning mode. 2. In addition to using textbooks, we also prepare online tasks and e-learning to meet the needs of students with the development of the times. 3. The School adopts small class teaching with about 25 students in each class.								
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	The first semester of Primary 1 is a multi-faceted assessment, and the second semester is a mock exam. For P.1-6, except written papers, the School uses diversified assessments to assess students' learning performances. In addition to the written test, the assessment also includes reading, speaking, listening, project learning, online platform, practical tests, skills and attitude assessment 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	There is one elite class for each level and students are streamed according to their academic results (except Primary 1 and Primary 2).				

### 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	3:20 PM	1:00 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. Morning exercises and Chinese martial arts exercises. 2. Eye-care exercises. 3. Provide healthy meals. 4. Extra-curricular activities reward plan. 5. All-Round Excellence Award Scheme.		1. Apart from classroom learning, students enjoy a substantial and diversified programme of extra-curricular activities. 2. School-based curriculum include Self-management course and Space course. 3. We provide a variety of seminars which encourage students to exercise more, beware of personal hygiene and develop healthy eating habits. 4. To maintain a healthy life, we have life education and fellowship gatherings.		



Life-wide Learning

School-wide events such as Theme Learning Activity Day, Field trips, Overseas Learning Tours, Adventures Activities, Parent-child Games and Sports Day, Talent Show etc. There are more than 50 interest groups, including Dancing, Music classes, Orchestra, Handchimes, Handbells, Rope skipping, Drama, Calligraphy, Pottery creation, Sketching classes, Basketball, Football, Soft darts, Dodgeball, CYC, Scouts and Brownies, Flag raising team, Kung Fu, Taekwondo etc.

School Mission

To preach the word of God in school to fulfill our mission in education with integrated values of being servants to God, witnessing the word of God, serving the people, benefiting the society and contributing to the well-being of our country, to provide diversified educational services according to the principles of Christ's teaching, no class distinction in education and people-based approach so as to provide young people equal opportunities to receive quality education.

School Characteristics

School Management

School Management Organisation:

The school is sponsored by The Church of Christ in China and managed by the Incorporated Management Committee.

Incorporated Management Committee / School Management Committee / Management Committee:

Was incorporated and established on the 31st day of August, 2007.

School Green Policy:

We teach environmental awareness throughout the curriculum. We have facilities such as recycling bins and a garden to help encourage students to love the environment.

School's Major Concerns:

Our school actively cultivates students to love others, love themselves, and be positive to become a shining PEARL: Perseverance, Excellence, Appreciation, Responsibility and Love.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. Implement the two-literacy and three-language policy to create a rich language context so that students are willing to communicate and learn with others.
- 2. Use the "four learning" framework of independent learning to develop students' generic abilities and higher-order thinking abilities through self-study, mutual learning, shared learning, guided learning and different levels of questioning techniques.
- 3. Strengthen e-learning and interdisciplinary STEAM education to cultivate students' ability to use information technology and comprehensively apply knowledge.
- 4. Promote the "Five Highs" classroom culture: "High Appreciation", "High Participation", "High Display", "High Motivation" and "High Feedback"
- 5. Through all-round learning, service learning and overseas exchanges, broaden students' horizons and enrich their learning experience, and establish students' positive values and positive attitude towards life.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. Promote values education and national education through the "knowledge, emotion, and action" model, and infiltrate values education through classroom, class management, multi-activity classes, weekly meetings and other in-class and out-of-class activities.
- 2. Optimize school-based self-care classes, adventure classes and service-learning courses to enrich all-round learning experiences and promote holistic development.
- 3. Strengthen programming learning, AI artificial intelligence learning and STEAM learning, and cultivate students' media and information literacy.
- 4. Strengthen cross-curricular learning and reading, combine life-related themes and diversified learning activities, connect knowledge, and develop lifelong learning abilities.
- 5. Promote diversified assessment and enhance learning interest; use strategies such as 4F (Facts, Findings, Feelings, Future) reflection method, self-evaluation forms, peer evaluation, etc. to enhance students' ability of self-testing and improvement.

Development of Generic Skills:

Students develop generic skills such as problem-solving, communication and collaborative skills through different subjects and key learning areas such as project learning, reading and extra-curricular activities.

Cultivation of Proper Values, Attitudes and Behaviours:

Develop students' positive values and attitude towards life through all academic subjects, Moral, Civic and National Education, Religious Studies, Assemblies and Class Management. Organize flag-raising teams, hold flag-raising ceremonies every week, and give speeches under the national flag every week to strengthen national education and national security education.

Student Support

Whole School Approach to Catering for Learner Diversity:

Whole School Approach for Special Educational Needs students  
Induction Programme for Newly Arrived Children, After school tutorial classes, Learning Bonus scheme, P.1 Adaptation curriculum and etc.

Whole School Approach to Integrated Education:

- 1. School-based learning support study groups.
- 2. Early Identification and Intervention Programme for P1 Students with Learning Difficulties.
- 3. School-based speech therapy service.
- 4. School-based educational psychology service: Curriculum and assessment adaptation.

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.

Curriculum Tailoring and Adaptation:

- 1. Tailored homework and exams.
- 2. Elite scheme.
- 3. Art Enrichment class.
- 4. Mathematical Olympiad class.
- 5. Advanced Chinese, English and Mathematics classes
- 6. Social skills class
- 7. Emotional management class

Home-School Co-operation and School Ethos

Home-School Co-operation:

We have Parents & Teachers Association (PTA) and parent volunteer groups. We regularly hold activities such as educational seminars and workshops to facilitate the communication between parents and their children.

School Ethos:

The school implements a caring culture.

Future Development

School Development Plan:

- 1. Cross the subject boundaries of reading and achieve independent excellence.
- 2. Cultivate moral values and live a positive life.

Teacher Professional Training & Development:

Pursue professionalism and develop a learning community through staff development days, co-planning and lesson observations etc.

Others

The school organizes overseas study tours and domestic cultural exchange tours. The school also provides a variety of prizes to encourage students to achieve their goals in different aspects such as academic, extra-curricular activities and creativity, etc. Some of the achievements are as follow:  
The 60th Schools Dance Festival – 7 Superior Awards.  
District Sports Festival Feiyue Cup Taekwondo Championship 2024 Men's and Women's Color Belt Groups each won the (Fighting) Champion.  
Hong Kong SME Innovation Awards 2024 Outstanding Award in Primary School Category.  
Champion of the 14th Tuen Mun District Primary School Creative Story Writing Competition.





# 五邑鄒振猷學校 F.D.B.W.A. Chow Chin Yau School

🏠 Siu Shan Court, Butterfly Estate, Tuen Mun, N.T.

📞 24671882

✉️ mail@fdccys.edu.hk

📠 24642977

🌐 http://www.fdccys.edu.hk/

70

POA School Net No.

## School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Yan Man Fai	Ms. Cheng Lai Kuen	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
Five Districts Business Welfare Association	Understand the truth. Discipline yourself.	1984	Chinese	Nanny van	About 1700 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	\$300	-

## School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	Electronic interactive whiteboards, air purifiers, I-Floor, electronic jump rope machine, AI smart exercise bikes, basketball machines, climbing wall
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
STEAM Room, INNO LAB, Visual Arts Room, Library, Secret Corner, Joyful Land. Others: Chinese Culture Corridor, Starry Sky General Store and Heavenly Step Path (Including Forest Pavilion, Butterfly Garden, Dream Butterfly Corridor, Herb Path and Green Paradise).				Ramp and Accessible toilet.

## 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
91%	96%	22%	52%	31%		15%	54%

## 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	1. The school implements small-class teaching with 3E learning mode which lets students ENGAGE, EXPERIENCE and EXPLORE in the learning process and enjoy the pleasure of learning 2. Provide experiential cross-curricular theme-based learning for students to apply what they have learnt. 3. Provide advanced training for more able students.							
Remarks	The school provides after-school care services for students, with the campus open for self-study and activities from Monday to Friday after school.							

## 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	1. Multi-mode Assessment such as book reports, projects, and practical skills. 2. Unit assessments for Chinese, English and Mathematics in P.1 to P.6. 3. Teacher assessment, students' self-evaluation, peer evaluation and parents' 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	Our school does not offer any elite classes to minimize the labelling effect.				

## 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	3:00 PM	12:40 PM - 1:40 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. The school offers morning exercises and recess activities, as well as various types of sports events, to create an active and dynamic campus. 2. The school has been continuously accredited as an "EatSmart School" by the Department of Health and has been presented with the "Award for Continuous Promotion of Healthy Eating at School". 3. The school participates in "Mental Health@School Program".		1. Timetabling: Morning session: class teacher time, morning reading, subject lessons; Afternoon session: values education curriculum based on experiential strategies(3G), homework tutorial lessons, enrichment/remedial groups, multi-intelligence lessons 2. Library lessons, Game lessons for P1-2 3. Various activities before school, after lunch; "One Student One Duty Scheme" 4. Special school-wide events in each month.		



Life-wide Learning

General activities include day camp, overnight camp, overseas learning tour, outdoor learning day, school picnic, sports day, Reading Day, Lunar New Year Culture Day, Fantastic Night, Talent Show etc.

Extra-curricular activities include Chinese Orchestra, School Choir, Verse-speaking training, Drama, Track and Field, ball games, swimming, Taekwondo, Chinese Martial Arts, Boy Scout, Girl Guide, Chinese Dance Team, Art Club, Ecology Group, Robotics Team and STEM Club, etc.

School Mission

Our school aims to provide its students with a diversified and quality education which nurtures the children's intellectual and psychological development while also developing personal integrity of character. We aim to ensure a balanced coverage in the ethical, cognitive, physical, collaborative and aesthetic development of the children in order to equip them with the essential life skills for future success.

School Characteristics

School Management

**School Management Organisation:**

1. We are governed by the Incorporated Management Committee (IMC).
2. The principal directly oversees the Administrative Decision Committee, Academic and Teaching Committee, and Student Nurturing Committee.
3. Under the school principal, there are three domains in-charged by the vice-principals, including administration, learning and teaching as well as student nurturing. They also assist the principal in coordinating, supervising, and managing the work of various school areas.
4. Under Academic and Teaching Committee and the PSMCD, there are subject panels who responsible for the development of different key learning areas.

**Incorporated Management Committee / School Management Committee / Management Committee:**

Our IMC consists of 16 members. They are 9 sponsoring body managers, 1 school principal, 2 teacher managers, 2 parent managers, 1 alumni manager and 1 independent manager.

**School Green Policy:**

Building an environmentally friendly green campus, promoting sustainable development to deepen students' understanding of harmonious coexistence between humans and nature by:

1. installing solar panels on the rooftop.
2. implementing the environmental recycling program.
3. participating in the Greening School Subsidy Scheme.
4. establishing 'Nature Path' within the school premises, including Forest Animal Pavilion (Low-carbon Zoo), Butterfly Garden and Dream Butterfly Corridor, Green Paradise (Plantation area), and Herb Path.

**School's Major Concerns:**

1. Enhance learning motivation and effectiveness.
2. Cultivate positive values and promote holistic development.
3. Establish an active and healthy lifestyle.

Learning and Teaching Plan

**Learning & Teaching Strategies:**

1. 3E Learning Strategies (Engage, Experience, Explore), Drama in Education, Game-based Learning, Self-directed Learning, e-Learning, and Cooperative Learning.
2. School-based Chinese curriculum, phonics teaching and reading workshops in English Subject to enhance students' language abilities.
3. Emphasize inquiry-based learning in Mathematics and Primary Humanities.
4. Develop scientific inquiry skills and competencies, and cultivate creativity and problem-solving skills through Science Subject and STEAM education.

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

1. "Cultivate Values for Leaders of Tomorrow": Emphasizing on values education, which cultivates value literacy including moral and civic education, national education and life education through formal curriculum, life-wide learning experiences, and environmental atmosphere.
2. Creating space: Making good use of class time to facilitate whole-person development with academic learning in the morning, and experiential learning activities in the afternoon.
3. Student-centered learning: Implementing the 3E teaching program, emphasizing experiential and self-directed learning models that prioritize students' learning experiences.

**Development of Generic Skills:**

1. Develop generic skills through subject teaching and the learning experiences.
2. Design and develop subject-based and cross subjects project learning.
3. Life-wide Learning: The curriculum is complemented with outdoor visits and experiential activities, infiltrate subject learning into daily life to develop generic skills.
4. Inquiry learning: Cultivate self-directed learning abilities and develop generic skills through STEAM activities.
5. Life-wide learning experiences.

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

1. Thematic Experiential Learning Curriculum including life education, national education, and values education.
2. Incorporate into different subjects.
3. Diversified life-wide learning experiences and nurturing activities.

Student Support

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

1. Preparatory courses and Early Screening Program for P.1 students.
2. Interview classes and pre-secondary preparation seminars for P.6 students, visits to secondary schools and universities, career introduction.
3. Enrichment Classes; gifted programmes organised by different institutions.
4. Remedial Teaching and Intensive Remedial Teaching Program
5. Diversified teaching strategies.
6. Tutorial class.
7. Caring Buddies and Peer-support Program.

**Whole School Approach to Integrated Education:**

1. Student Support Team
2. School Social Workers
3. School-based Speech Therapist
4. School-based Educational Psychologist
5. Special Educational Needs Coordinator
6. Special Educational Needs Assistant Teacher
7. Remedial programme
8. Early Identification and Intervention Programme for P.1 Students with Learning Difficulties
9. Individual Education Plan or class-based learning programme
10. Student training groups, e.g. Chinese Enhancement Group, social skills training group and emotional management group.
11. Teacher and parents training

**Curriculum Tailoring and Adaptation:**

1. Flexible Curriculum Tailoring and Enhancement Policy, Optimisation of remedial teaching and enhancement programme.
2. Tiered worksheets are utilized for Chinese, English and Mathematics. Diversified homework and special arrangement in examinations to cater for the needs of students with SEN.

Home-School Co-operation and School Ethos

**Home-School Co-operation:**

1. Parents are our education partners. We trust each other, collaborate and jointly nurture students.
2. Implement the Rainbow Program, focusing on the matters of school concern, offering experiential workshops seminars and the Cool Dads and Beautiful Moms Activities to enhance parental education.
3. Organize parent meetings for different class levels, Parent's Day, Principal's chat room, etc., to enhance home-school communication.
4. Organize a parent volunteer network to support the school's daily operations and student activities.
5. The Parent-Teacher Association organizes various parent-child activities such as parent-child walks, parent-child day trips, etc. These activities provide opportunities for parent-child communication and strengthen collaboration.

**School Ethos:**

We are committed to promoting holistic development and creating a campus culture of self-discipline, caring, and happiness. Through a model of whole-school participation and integrated counseling, we aim to promote the healthy growth of students' physical, mental, and emotional well-being.

Future Development

**School Development Plan:**

1. Deepening STEAM education
2. Optimizing the "Goal Go Grow" thematic experiential learning curriculum
3. Implementing Chinese Cultural Education Programme
4. Implementing community arts programme
5. Implement sustainable development and environmental education program
6. Program for enhancing physical and mental health and well-being

**Teacher Professional Training & Development:**

1. Based on development priorities, plan systematic professional development activities including experiential workshops, lesson studies, lesson observations, cross-level exchange activities etc to foster school development.
2. Organize local, domestic, and international exchange activities to broaden professional horizons.

Others

1. School awards: Caring School Award(HKCS); Caring School Award(Agency for Volunteer Service; Certificate of Recognition for Outstanding School Study Tour; Certificate of Commendation for Outstanding STEAM Interdisciplinary Learning
2. Teacher awards:  
The Chief Executive's Award for Teaching Excellence, The Chief Executive's Award for Teaching Excellence (Certificate of Commendation); Award for Excellence in School Administration; Outstanding Teacher Awards (Teaching Administration, Teaching Research, Care, and National Education); Outstanding Art Teacher Award; Physical Education Teacher Award; Outstanding Teacher of Extracurricular Activities Award
3. Last year, 549 awards in off-campus competitions were won.
4. According to the 'Hong Kong Student Happiness and Life Education Studies', our school's student data on campus well-being is higher than the overall average in Hong Kong.





僑港伍氏宗親會伍時暢紀念學校  
H.K.E.C.A. Wu Si Chong Memorial School

🏠 Estate Primary School, Kin Sang Estate, Tuen Mun, N.T.

📞 24544122

✉️ hkeca@wusichong.edu.hk

📠 24544622

🌐 http://www.wusichong.edu.hk

70

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Ng Pak Au	Ms. Kwan Sin Fan	Established	Aided Whole Day	Co-ed	Not Applicable
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					100%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Hong Kong Eng Clansman Association School Limited	Persistence and Diligence	1989	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		Action School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$20	Fee \$200	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	Air-conditioners, computers, overhead projectors, smart boards, iPads, Digital Broadcasting System, Climbing wall in the hall.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
English Room, Computer-assisted Learning Rooms, Distance Learning Classroom, Activity Room, Music Room, Student Counselling Room, STEAM Room, Gifted Resource Room, Speech Therapy Room, Digital Classroom, STEM 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			46	Total number of teachers in the school		52
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%	66%	31%	15%	54%

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		Small class teaching is implemented in all levels. This encourages all students to participate to the best of their ability. Coupled with the "High participation, High Feedback, High Display" classroom strategy, together with high-order questioning, we fully promote gifted education. We also implement STEAM education, National Education and e-Learning in all levels.							
Remarks		Each subject group adopts a variety of teaching strategies according to the characteristics of the subject, coupled with questioning technique and concrete feedback, to enhance pupils' thinking and problem-solving skills, so as to optimize teaching effectiveness.							

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	Different modes of assessments are being used to assess students' learning. Speaking and listening assessments are carried out in Chinese, English and Putonghua. Project learning is adopted in General Studies and Music. In addition, we believe that students' conduct and behaviour are very important. Student's exam results and non-academic performance reports will be given 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	Classes are arranged with mixed learning ability. Balanced Classes in all levels.						

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	3:05 PM	12:45 PM - 1:45 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. The Healthy School Policy is to help students develop healthy lifestyles. Promote 'A Skill A Life' to bring up students' multiple intelligence development. 2. Join the 'EatSmart School Accreditation Scheme (ESAS)', 'Chinese University GoSmart Scheme' and the 'School Physical Award Scheme'. 3. Promote leisurely 20-minute recesses with arrange a variety of relaxing games or activities		1. Regular lessons in the morning session. In the afternoon session, we have assemblies, moral education, theme-based reading, Value-added sessions/lessons, multi-intelligence classes and homework tutorial sessions. 2. Morning reading sessions 3. Remedial classes are carried out after school. 4. Multi-intelligence classes on Fridays. 5. Whole-school big events are held regularly.		



Life-wide Learning

Overseas Study Tours, Outdoor Learning Trips, Cross-curriculum Week, STEM Week, Drama Club, Maths Olympiad, Little Scientists Club, Coding Teams, Little Digital Reporter, Track and field athletics, Swimming, Ball Teams, Rope Skipping, Sport Stacking, Fencing, Dancing Teams, A Cappella, Chinese Orchestra, Marching Band, Brownies, Scouts, Community Youth Club, Lion Dance Team, Kung Fu Club, Taekwondo

School Mission

In striving for excellence, we will provide students with a positive, quality, stimulating, harmonious, and disciplined learning environment.

School Characteristics

School Management

School Management Organisation:

The school head leads the administrative groups to practise all development targets and policies. Development plans and concerns are practised with transparency and accountability.

Incorporated Management Committee / School Management Committee / Management Committee:

IMC was established on 31/08/2007. It consists of 16 Sponsoring Body Managers. Members are from sponsoring bodies, parents, teachers, alumni and independent person. All committees have regular meetings to discuss school policies and facilitate the smooth running of the school policies.

School Green Policy:

We aim at building up a greening school and promoting the atmosphere of environmental protection through different activities. Energy-saving and renew facilities are set up.

School's Major Concerns:

- 1. To cultivate pupils' generic skills and lay a good foundation for their whole-person development and lifelong learning.
- 2. To nurture pupils' positive values and attitude, equip them to become a good world citizen.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. Student-centered approach.
- 2. Develop higher order thinking skill.
- 3. Promote cooperative learning.
- 4. Facilitate student's self-directed learning strategies.
- 5. Build up students' multiple intelligences.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. Enhance Values Education.
- 2. Cater for learners' diversity.
- 3. Reinforce STEAM education.
- 4. Strengthen National Education.

Development of Generic Skills:

Cultivate pupils' nine generic skills (collaboration skills, communication skills, creativity, critical thinking skills, information technology skills, numeracy skills, problem-solving skills, self-management skills and study skills) through RaC and project learning.

Cultivation of Proper Values, Attitudes and Behaviours:

- 1. Encourage the culture of 'Caring School'.
- 2. Join 'The Financially Literate Schools Programme'.
- 3. 'Everyone Helps Project' in P.1-P.6.
- 4. Implement a School- based Award Scheme.
- 5. Carry out 'Service learning' in P.1-P.6.
- 6. Promote positive education.
- 7. Set up a mindfulness corridor, carry out meditation activities in Life education lessons.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1. A three-tier operation mode of gifted education.
- 2. A school-based educational psychologist serves in the school.
- 3. A Speech therapist serves in the school.
- 4. After-school remedial classes.
- 5. Provide after-school learning service.

Whole School Approach to Integrated Education:

- 1. Special Educational Needs Coordinator leads the Student Support Team to promote the Whole School Approach to Integration Education. Make good use of Learning Support Grant and different resources to provide students with special learning needs with appropriate support services.
- 2. Identify students with special learning difficulties and assist them with small group teaching, remedial groups, buddy scheme, tailored homework and special arrangements in assessments.

Curriculum Tailoring and Adaptation:

Tailoring of learning materials in Chinese, English, Maths and General Studies to cater for students' needs and abilities in order to enhance learning effectiveness.

Home-School Co-operation and School Ethos

Home-School Co-operation:

- 1. Our school's Parent-Teacher Association has been set up for years. All the committee members have devoted themselves to the better development of the school and to promote healthy and happy growth of children. Regular meetings are held to enhance the home-school co-operation and mutual communications.
- 2. Establish parent education groups according to school-based conditions and parents' needs. Set up an education award scheme to encourage parents to continue their education.
- 3. Parent representatives participate in IMC meetings to discuss and give advice to school policies.

School Ethos:

- 1. Foster simple school spirit with a good teacher-student relationship.
- 2. Establish a loving and caring culture to support students' personal growth.
- 3. Value the importance of moral education and develop students' sense of responsibility. Implement regular moral and civic lessons and class-teacher lessons to assist students' personal growth.
- 4. Implement a School-based Award Scheme to instill positive values in our students.

Future Development

School Development Plan:

- 1. Keep up with the times with high-quality education.
- 2. Focus on the development of whole person and cultivate a positive new generation.
- 3. To deepen all-round reading strategies and nurture pupils' skills and attitudes acquired through reading. Promote self-directed learning and prepare students to become Lifelong learners.
- 4. Develop STEAM education to cultivate pupils' creativity and innovation capability.

Teacher Professional Training & Development:

- 1. Conduct teacher professional day.
- 2. Encourage teacher professional training.
- 3. Implement collaborative lesson preparation.
- 4. Promote peer lesson observation and open observation.
- 5. Conduct teachers' workshop.
- 6. Implement teaching experience sharing.
- 7. Join School Support Partners Scheme.
- 8. Promote Teacher Mentoring Scheme.
- 9. Overseas and Mainland study and exchanges.

Others

- 1. Join different programmes provided by professional organizations to meet the needs of the school's development and optimize our teaching.
- 2. Participate in the Sister School Scheme organized by EDB to broaden our horizons.
- 3. Conduct professional group exchange to strive for excellence.





香港紅卍字會屯門卍慈小學  
H.K.R.S.S. Tuen Mun Primary School

Leung King Estate, Area 1, Tuen Mun, N.T.

24611968

24632537

mail@hkrstmps.edu.hk

http://www.hkrstmps.edu.hk

70

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Ko Yu Keung	Ms. Phong Man Pui	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
Hong Kong Red Swastika Society	To enlighten oneself and to help the needy	1988	Chinese	Nanny van	About 1800 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
-	-	\$25	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
26	2	1	1	All classrooms are air-conditioned and fitted with digital display boards, computers, projectors and visualizers. Internet and Wifi connected.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
STEAM Room, multiple intelligence activity room, Campus TV, computer room, English room, music room, speech therapy room, student guidance room, conference room, kids reading corner 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			36	Total number of teachers in the school		44
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%	36%	63%	23%	7%	70%

Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year			No. of classes	3	3	2	3	3	4	18
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)			No. of classes	2	3	3	2	3	3	16
Mode of teaching at different levels		We have adopted small class teaching. We have joined the Space Town Literacy Programme for KS1. We provide support to cater for the diverse needs of our students by using the Learning Support Grant.								
Remarks		We have elite groups for Primary 1 students. We have after-school tutorial classes for P.1 to P.6 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	There are 3 examinations every school year. Various modes of formative assessments are used which include written tests, practical skills, oral reports and project work. As for the connection between kindergartens and primary schools, no examination in Term 1, the primary one assessments adopt a step-by-step approach, to help primary one students adapt to the new learning environ				
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 students are grouped with mixed abilities. In addition, in P.2 to P.6, there is one elite class and one small group in each grade.				

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	3:20 PM	12:35 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	The activity 'Doing exercise together keeps us fit' is organized regularly. We have joined the 'School Physical Fitness Award Scheme'. We also organize the 'Fruits Week' so as to draw students' attention to the importance of fruits for health.		There is a afternoon reading section. Flag-raising ceremony held every Wed. We provide after-school tutorial classes and after-school care for students in need. There are also lots of extra-curricular activities to enrich our students' learning. There are the multiple intelligence classes on Monday and Friday afternoons. Training courses and activities are offered every Saturday. School ends at 2:30p.m. every Friday.		



Life-wide Learning

Cross-curricular learning activities, Flag-guards, Campus TV, Prefect Training Programme, Cambridge English Course, Maths Olympiad, Drama, Floor Curling Team, Kin-Ball Team, K-Pop Dance, School Choir, Swimming Club, Engineer Group, Brownies, Cub Scouts, Community Youth Club, Chinese Dance, Latin Dance, Violin Club, Recorder Club, Athletic Team, Sports Rhythm Training, Volleyball Team, Dragon and Lion Dance, Educational Camp, Sports Day, Study Tour etc.

School Mission

In accordance with our motto, "To enlighten oneself and to help the needy", we focus on prompting students' moral, intellectual, physical, social and aesthetic development. We also aim towards developing students' potential and nurturing their positive values.

School Characteristics

School Management

School Management Organisation:

Our school is led by the Incorporated Management Committee. Meetings are held on a regular basis. We have 6 administrative groups, 11 subject panels and different functional groups.

Incorporated Management Committee / School Management Committee / Management Committee:

IMC Members include managers from the sponsoring body, the independent manager, the principal, the teacher manager and the parent manager.

School Green Policy:

We nominate some students as green ambassadors to promote environmental education actively. Our students grow plants to raise money for charity and to raise people's awareness of protecting the environment.

School's Major Concerns:

- 1. Establish a caring and positive campus culture, cultivate diverse values and active learning among students.
- 2. Establish connections between the school and the community, encourage students to go into and serve the community.
- 3. Conduct experimental activities to allow students to understand the world beyond the classroom and enrich their learning experience.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. Focus on optimizing teaching strategies.
- 2. Aim at developing students' multiple intelligences and generic skills.
- 3. Develop information technology to enhance learning and teaching.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. Understand our country and the Chinese culture, and cultivate a sense of belonging and national identity towards our country through national education and national security education.
- 2. Cultivate good moral character and proactive optimistic attitude towards life through integrating values education into class time and alignment with the principles of positive education.
- 3. Develop students' ability to apply generic skills such as problem-solving and self-directed learning skills through the connections of Key Learning Area(KLA) strengthened by cross-curricular learning.
- 4. Strengthen cross-curricular learning and reading across the curriculum to foster students' interest in extensive reading and help them form a habit of active reading.
- 5. Host STEAM FUN DAY activities and the campus TV stations to strengthen STEAM education and cultivate students' media and information literacy.
- 6. Use diversified teaching strategies to cater for the diversity of students.

Development of Generic Skills:

Foster students' collaboration and communication skills through the cross-curricular learning and a variety of learning activities. Develop students' critical thinking skills, problem-solving skills and creativity through different modes of learning activities.

Cultivation of Proper Values, Attitudes and Behaviours:

Create a school culture of positive thinking and train students to face challenges or difficulties in life with a positive attitude. Teachers build a classroom culture of mutual appreciation and acceptance through classroom learning activities and extra-curricular activities. Moral, civic and national education classes will also compile learning schedules that promote positive values. The school will also promote relevant information through assemblies, lectures, workshops, interactive theaters and posters.

Student Support

Whole School Approach to Catering for Learner Diversity:

To cater for the different learning needs of students, we have elite groups for Primary 1 students, the Early Identification and Intervention Programme for P.1 students with Learning difficulties, after-school tutorial classes, P.6 English interview classes, the Understanding Adolescent Project and the English ambassadors, etc. Our school compiles a booklet "Smooth Transition from Primary to Secondary Level" for Primary 6 students, detailing the preparation for the interview and interview training by NET teachers and mock interviews will be arranged for the students. The school will also adjust the teaching of the students in order to cater for learning diversity. Teachers will also adopt teaching strategies in order to cater for learning diversity in daily lessons.

Whole School Approach to Integrated Education:

Core members of Student Support Team are the vice principal, Special Educational Needs Coordinator, curriculum leader, the director of discipline, Special Educational Needs Support Teacher, school social worker, school-based speech therapist and school-based educational psychologist, etc. They are responsible for formulating school-based student support policies, including homework adjustment, examination support, enrichment programmes, remedial teaching, school-based speech therapy service, school-based educational psychology service and various types of counselling groups. Teachers will prepare individual education plans for students in need and maintain close contact with parents.

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:

Tasks with different levels of difficulties are designed to cater for learners' diversity. During the examination period, additional time, examination papers read aloud and magnified examination papers will be provided for the assessed students. To help Primary 1 students adapt to primary school life, our school has prepared a series of bridging courses, such as "No examination in Term 1", "Primary One New Orientation Day", "No Homework Day" and "Primary One Enrollment 100-day Celebration".

Home-School Co-operation and School Ethos

Home-School Co-operation:

Our parents participate in various school events actively. Communication between home and school is strengthened through regular meetings. Our school also organizes Parents' Day and seminars for students and their parents.

School Ethos:

There is a strong atmosphere of learning and the school ethos is simple, which attaches great importance to the cultivation of students' academic performance and moral, civic and national education. Teachers will encourage students and promote a caring culture actively through the "Teachers Appreciate You" activity.

Future Development

School Development Plan:

- 1. To create a good STEAM Education environment and develop students' technological skills and creative thinking.
- 2. To enrich students' learning experience and broaden their views of the world through life-wide learning activities.
- 3. To cultivate students with diverse values, to foster students' national identity and to develop a global perspective among students.
- 4. To cultivate active, enthusiastic and ambitious students who possess both positivity and responsibility.

Teacher Professional Training & Development:

At least three Teacher Professional Development days are held every school year. Teachers are arranged to participate not only in specialist training but also relevant workshops to learn how to cater for the different needs of students.

Others

Scholarships are offered to students for outstanding achievement, good conduct and improvement in their studies.





## School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Cheng Chi Leung	Mr. Chan Chun 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
L.K.W.F.S. Ltd.	Loyalty, Righteousness, Benevolence, Courage	1986	Chinese & English	School Bus	About 8950 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
-	-	\$10	-	-

## School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
29	2	1	1	Spacious school with different leisure facilities. Multi-media facilities are installed in the school hall and classrooms.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Reading Room, Computer Room, IT Learning Centre, Language Room, Activity Room, Multi-Function Activity 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			23	Total number of teachers in the school		35
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
80%	100%	17%	81%	55%	14%	31%

## Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year				No. of classes	1	1	1	1	2	3	9
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	1	1	1	1	1	2	7
Mode of teaching at different levels		The school uses experiential-based teaching and small class teaching to provide personalized learning experiences. Experiential-based teaching promotes active participation, creativity, and critical thinking, while small class teaching offers individualized guidance and support. These modes complement each other to create a rich learning environment.									
Remarks		-									

## Performance Assessment

Number of test(s) per year (P1 only)		1	Number of exam(s) per year (P1 only)		1	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		2	Number of exam(s) per year (P2 to P6 only)		2		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	There is one test and one examination every term and subject progress evaluations are arranged according to needs. The objective is to allow teachers to understand the learning difficulties of students, and thereby improve learning and teaching. Methods of assessments are diversified, including written assessments, online assessments, assessments involving different stakeholders 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	There is an elite class for P.4 to P.6, allowing teachers to carry out enhancement and remedial teaching strategies effectively, to cater for the diverse learning needs of 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	3:30 PM	1:00 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Our school actively participates in the "Whole School Approach to Health" program, providing on-campus health booths, organizing Fruit Month activities, conducting morning exercises, and offering lunchtime fitness opportunities to promote student well-being.		Our school is committed to nurturing students' multiple intelligences. Every Friday from 2:30 PM to 3:30 PM, students participate in physical education and arts classes. From Monday to Friday after school and on Saturday mornings, we offer various extracurricular activities, including arts, music, sports, and science. These activities help students discover their potential and develop their talents.		



Life-wide Learning

Music: Choir, Violin, Ukulele, Percussion, Shepherd's Flute.  
Physical Education: Gymnastics, Fencing, Football, Table Tennis, Martial Arts, Taekwondo, Dodgeball, Athletics, Jump Rope, Dance, Skateboarding.  
Arts and Crafts: Chinese and English Drama, Recitation, Olympiad Mathematics, Digital Technology, Scouting, Board Games, Integrated Arts, Handicraft with Lightweight Clay.

School Mission

To provide young people in Hong Kong with a balanced education and ethical cultivation in accordance with the Hong Kong educational policies and in view of the trend in the modern world.

School Characteristics

<b>School Management</b>
<b>School Management Organisation:</b> We are sponsored by the Lung Kong World Federation School Limited. We have an Incorporated Management Committee and the Chairman is Mr. Cheung Hung Chiu Stewart.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> The Incorporated Management Committee was set up on 30 July 2006. Membership of the IMC includes the supervisor, the Ex-officio Manager, 7 Managers, an Independent Manager, a Teacher Manager, an Alternate Teacher Manager, a Parent Manager, an Alternate Parent Manager and an Alumni Manager.
<b>School Green Policy:</b> To enhance students' environmental awareness through education, cherish global resources and utilize renewable energy sources, various initiatives have been undertaken: Combining science education with environmental protection, we use Our school is committed to promoting environmental awareness, fostering a love for nature, and conserving Earth's resources. We have implemented recycling programs, established solar power systems, and organized activities such as tree planting and clean-up events. Through these efforts, we aim to cultivate students as environmental advocates who contribute to creating a sustainable future.
<b>School's Major Concerns:</b> According to our school motto, the philosophy of the school is to provide experience-oriented and small class teaching. Every student loves going to school. Caringly we nurture, Lovingly they grow.
<b>Learning and Teaching Plan</b>
<b>Learning &amp; Teaching Strategies:</b> The school adopts an "experience-based" teaching strategy aimed at making children love learning. This method emphasizes student participation and engagement, using activities like drama instruction and role-playing to spark interest and creativity. Classroom designs focus on hands-on experiences, allowing children to explore knowledge personally. This approach helps students gain a deeper understanding of the material and fosters critical thinking and problem-solving skills. Additionally, the school implements small class teaching to ensure each student receives ample attention and support. The goal is to cultivate self-directed learning and inspire motivation and potential. The school integrates national education into daily teaching. In activities, elements of national history, cultural traditions, and civic responsibilities are included to enhance national pride.
<b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b> Our school promotes National Education, National Security Education and Life Education diligently. Positive values and attitudes are emphasized in each subject with Drama-in-Education is implemented in Chinese and English subjects. Also, it is instilled in Moral and Civic Education and General Studies. Seminars, workshops or excursions are organized for students by organizations to foster the patriotism in students. In order to make good use of school time for promoting the balanced development both physically and psychologically, a new whole-day school timetable is designed. All the academic subjects are timetabled in the morning session. Diverse courses such as STEAM employ a co-curricular activities-based model to nurture the innate curiosity of students to explore science and technology. Media and information literacy are fostered. Week of Reading across the curriculum is formulated through thematic approach. Outdoor activities will be arranged to ready students for lifelong learning.
<b>Development of Generic Skills:</b> Through the experience-oriented and small class teaching approach, students develop their generic skills. Every lesson includes students process and feedback portion. Students learn through interactions to enhance their generic skills. General lessons coordinate with life-wide learning activities, diverse co-curricular activities and enhancement courses, and further develop the generic skills of students.
<b>Cultivation of Proper Values, Attitudes and Behaviours:</b> Devise a weekly moral topic which will be shared by our teachers during morning assembly, and during the diverse activities of our moral and life education classes. This cultivates positive values in our students. Teachers and students will set targets cooperatively in school-based discipline activities. Teachers frequently encourage and show admiration for students to strengthen positive behaviour. These actions will provide students with comprehensive learning experiences and establish positive relationships, therefore, enhancing students' whole person development.
<b>Student Support</b>
<b>Whole School Approach to Catering for Learner Diversity:</b> The whole-school approach is adapted to cater for learner diversity. The Intensive Learning Support Grant is employed to recruit extra support teachers who are assigned to co-teach with the subject teachers in some classes. Students' learning can be facilitated and reinforced by catering to their learning diversity and this creates a caring learning support to students with Special Educational Needs which can help them enhance their learning ability.
<b>Whole School Approach to Integrated Education:</b> The student support team provides homework, silent reading and examination adjustments, school-based educational psychology services, school-based speech therapy services, and on-site tutoring services for students with special educational needs. There are learning difference improvement groups: Chinese and English reading and writing groups, primary one parent-child learning groups, learning management and STEAM groups; student behavior and emotional training groups: AIM whole school participates in the layered support plan for students with autism, Jockey Club Joyful Movement Program, clown inclusive art learning plan, emotion management and expressive arts group, board game group, LEGO six-color building blocks and toy box courses, mosaic hand-making, IEP individual learning plan, concentration and social group.
<b>Education Support for Non-Chinese Speaking (NCS) Students:</b> 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 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..
<b>Curriculum Tailoring and Adaptation:</b> The school offers enrichment programs after class to discover students' potential. These programs include Chinese and English drama clubs, Chinese creative writing classes, Cambridge English classes, Digital Special Forces programming series, and Olympiad math classes. These programs aim to uncover students' talents and enhance their abilities.
<b>Home-School Co-operation and School Ethos</b>
<b>Home-School Co-operation:</b> 1. Parents and teachers regularly organise various activities, such as family trips, parents' workshops and seminars to encourage home-school co-operation. 2. The school has established our Parent Volunteer Team, who assists the school with organizing and chaperoning major school events.
<b>School Ethos:</b> Students are polite. Teachers have close relationships with students.
<b>Future Development</b>
<b>School Development Plan:</b> 1. Expand learning spaces to enhance student motivation and accommodate diverse learning needs. 2. Promote a positive campus culture to cultivate good habits, behaviors, character, and thinking in students.
<b>Teacher Professional Training &amp; Development:</b> Teachers' Professional Development Days are held regularly, a wide range seminars covering various topics to improve the teachers' abilities in learning and teaching. The school has external support, teachers participate in external professional training, enhancing teachers' professional knowledge.
<b>Others</b>
Establish scholarships for students who excel in academics or sports.





樂善堂梁黃蕙芳紀念學校  
Lok Sin Tong Leung Wong Wai Fong Memorial School

Shan King Estate, Area 7 & 8, Tuen Mun

24666712

info@lstlwwf.edu.hk

24541756

https://www.lstlwwfms.edu.hk

70

POA School Net No.

### School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Lee Pui Ah	Ms. Hui Man Sze	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 Lok Sin Tong Benevolent Society, Kowloon	Benevolence, Affection, Diligence and Faithfulness	1983	Chinese	Nanny van	About 1800 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	-	-

### School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
26	1	1	1	AI Sports Bar, a corridor library, Marine Eco-Trail, Butterfly House, Vegetable Seedling Bed, The House of Sulcata Tortoise, a rock climbing wall, etc
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
AloT Room, Art Room, Music Room, Language Centre, Chinese Culture Room, Activity Room and Campus TV 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		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%	100%	34%		55%		9%		34%		57%	

### 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		Utilize small-class teaching to facilitate collaborative learning, while promoting a self-directed learning model through the four key elements - self-learning, co-learning, peer-learning and guided-learning.								
Remarks		Our school emphasizes practical application of knowledge, deliberately cultivating students' IT and holistic competencies through 'learning by doing and doing to learn'.								

### 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	Monitor learning and facilitate teaching through conducting summative assessments, formation assessments, project-based learning activities, presentations, practical assessment, self-evaluation and peer 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	KS1 is evenly distributed; KS2 has one elite class at each level in order to better 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	8	35 mins	8:00 AM	3:00 PM	12:40 PM - 1:40 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. Our school is a health-promoting campus, advocating for healthy eating and positive lifestyle habits. 2. Implemented a daily morning exercise session to promote a healthy lifestyle. 3. Implemented Kimochis programme in KS1 to promote students' wellness of body, mind, and soul.		Academic lessons are allocated in the morning. Homework tutorial lessons, multi-intelligence activities, Kimochis lessons, reading lessons and moral and civic education lessons are allocated in the afternoon sessions.		



Life-wide Learning

Our school nurtures students' multiple intelligences and unlocks their individual potential through the school-based programme. Additionally, we offer 3 uniformed groups, 20arts and sports training clubs, and 14 extra-curricular activities, providing a diverse range of opportunities for holistic growth.

School Mission

Student-centered, nurturing individual potential, fostering a positive and optimistic outlook on life, cultivating an enthusiastic spirit of service and helping others, and instilling a broad-minded commitment to contributing to society and the nation.

School Characteristics

School Management

School Management Organisation:

Kowloon Lok Sin Tong --> IMC --> The Principal --> School Administration Team --> Functional Groups --> Teachers

Incorporated Management Committee / School Management Committee / Management Committee:

IMC of Lok Sin Tong Leung Wong Wai Fong Memorial School.

School Green Policy:

- Low-carbon and Eco-friendly Campus, promoting sustainable development:
1. Install 28 solar panels on the second-floor platform and integrated environmentally friendly topics into the curriculum.
  2. Organize Inter-class competitions for environmental recycling initiatives.
  3. Establish an environmental protection group to participate in diverse eco-friendly activities.

School's Major Concerns:

1. Promoting self-regulated learning.
2. Establishing healthy lifestyles for students.

Learning and Teaching Plan

Learning & Teaching Strategies:

Through skills oriented integrated curriculum to develop students' integration skill.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Implement moral education through formal and non-formal curriculum in order to foster a positive attitude in students.
2. Develop students' integrated skills and high order thinking skills through STEAM Education.
3. To enhance the effectiveness of teaching and learning by carrying out various modes of assessments.

Development of Generic Skills:

Through carrying out cross-curriculum reading programme, diversified activities and STEAM integrated lessons to cultivate students' generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:

To create benevolent, affectionate, diligent and faithful students.

Student Support

Whole School Approach to Catering for Learner Diversity:

We have different ability groups to cater for learning diversity. We also promote positive interdependence among students which maximize their own and each other's learning to accomplish shared goals through cooperative learning strategies. We design different learning activities to enrich students' learning experience and broaden their horizons.

Whole School Approach to Integrated Education:

The school established the Student Support Team, which is led by the Special Educational Needs Coordinator. Members of the team include: school-based educational psychologist, school-based speech therapist, Special Educational Needs Support Teachers and other supporting staff to cater for students' diverse learning needs through the 3-Tier Intervention Model.

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

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

School based curriculum and learning activities to enrich students learning experience. Elite groups are formed in different subjects to develop students' learning potential.

Home-School Co-operation and School Ethos

Home-School Co-operation:

1. Enhance the communication between teachers and parents by establishing parent-teacher association and distribute school newsletters for parents.
2. Strengthen parents' skills and technique of handling their children through organizing systematic workshops
3. Establish a parent volunteer team to promote parent collaboration.

School Ethos:

1. Implement Invitational Education (IAIE) and 'Class Building' to make a joyful and cooperative learning environment.
2. Through 'One Student, One Role' programme and the voluntary service learning day initiative, nurture students' sense of community service.
3. Boost students' confidence through providing different award schemes.
4. Build students' self-discipline, caring and politeness through different school based activities.
5. Cultivate students' positive attitude towards our community and society through carrying out different civic education programs and activities.

Future Development

School Development Plan:

Our school upholds the philosophy of "student-centered" education and has established three key development directions:

1. Unlocking potential: Developing multi-intelligence courses, promoting cross-curriculum learning and STEAM education, and nurturing students' generic skills and self-directed learning abilities.
2. Holistic Development: Deepening positive values education, integrating emotional management, and promoting healthy lifestyles among students.
3. Lifelong Learning: Establishing digital learning portfolios, strengthening home-school collaboration and cross-regional experiential learning, broadening students' horizons, and cultivating future citizens equipped with 21st-century competencies.

Teacher Professional Training & Development:

1. Enhancing teaching and learning effectiveness through professional learning communities: Foster teacher professional development to improve teaching and learning efficacy, moving toward a learning-oriented organization.
2. Strategic planning of teacher professional development activities: design targeted professional growth initiatives, including workshops, experiential activities, and lesson study projects, to strengthen pedagogical expertise.
3. Expanding professional horizons through cross-regional exchanges: broaden teachers' perspectives via domestic and international collaborative programs.

Others

1. Multiple scholarships to recognize excellence: The school offer a range of scholarships to honor outstanding students in areas such as academic achievement, extracurricular involvement, personal character, and diverse talents.
2. Cross-regional experiential learning: Students are encouraged to participate in domestic and international cultural exchange programs, broadening their perspectives and enriching their learning experiences.





# 香港路德會增城兆霖學校 Lutheran Tsang Shing Siu Leun School

Estate Primary School No. 5, Phase III, Butterfly Estate, Area 28, Tuen Mun, N.T.

24665885

info@siuleunsch.edu.hk

24643082

http://www.siuleunsch.edu.hk/

70

POA School Net No.

## School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Dr. Yung Tse You	Principal Ip Luk Ying	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
Lutheran Church - HK Synod Ltd	Love to Learn, Practise with Strength, Glorify God, Benefit People	2005	Chinese (incl.: Putonghua) and English	Nanny van	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
-	-	\$50	Upgrading Air circulation devices, Anti-mosquito devices and epidemic prevention equipment \$430 per school year.	Reissue of Student Smart Card \$40.

## School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	3	1	1	Counselling Centre, PTA Room, Meeting Room, Pastoral Office, Student Guidance Room, PTA Room, Educational Psychologist and Speech Therapy Room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
STEAM Room, National Education Centre, School Library, Counselling Centre, Home Economics Room, PTA Room, Educational Psychologist Room, Meeting Room, Pastoral Office, English Room, Visual Arts Room, Medical Room and Music 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			47	Total number of teachers in the school		58
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%	28%	43%	29%	26%	45%

## Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	4	4	3	4	5	4	24
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	4	4	4	3	4	5	24
Mode of teaching at different levels	1. The entire school implements an "English-Putonghua Immersion Program," enhancing English and Putonghua training in the regular curriculum while using both languages as the primary means of daily communication. 2. Various themed study tours are organized annually to provide students with more opportunities for overseas exchange and exploration.							
Remarks	Adopt small-class teaching with tutorial classes for Math and English. Offer after-school tutoring for reading/writing difficulties, plus Joyful Writing, English Interest, Chinese Literacy, and Relaxed Math classes. Provide enrichment and remedial classes for Chinese, English, and Math.							

## 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	Core subjects: Chinese, English, Mathematics, and General Studies are assessed solely based on exam scores. Other subjects: Music, Visual Arts, P.E., and Global Education are evaluated through daily coursework and project reports. Exam and curriculum accommodations are provided for students with special learning needs. Module revisions are conducted before each 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	No elite classes are offered. Primary 1 and 2 students are evenly distributed across classes. For Primary 3 to 6, students are ranked by English performance, with the top performers selected for the International Group.						

## 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	3:15 PM	12:30 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. Monitor the nutrition value of lunch. 2. Organise talks on Health Care and programmes like "Joyful fruit month".		We advocate a healthy and balanced diet. An executive is appointed to monitor the quality of food provided by the catering service provider. Students are accompanied by class teachers when having lunch so as to learn the relevant know-how, to develop positive attitude and to nurture proper table etiquette. Great varieties of activities are available during lunch recess.		



Life-wide Learning

The Boys Brigade Hong Kong, Flat-raising Team, English Drama, Sports Games, Music and Arts Classes and STEAM.

School Mission

Based upon Christianity, we practise whole-person education by providing quality learning environment with love and care. We prioritize Biliteracy and Trilingualism by emphasizing English and Putonghua education in an authentic and anxiety-free context. Hence, our students are well equipped with bilingual communication competence which is indispensable for further studies and career development in this increasingly globalized world. By implementing life-impact education and in pursuit of beautiful life, we nurture students' positive self-concept and attitude towards people and society.

School Characteristics

School Management

School Management Organisation:  
Incorporated Management Committee

Incorporated Management Committee / School Management Committee / Management Committee:  
There are 14 members in the IMC, they include representatives from the Sponsoring Body, Teacher Managers, Parent Managers and one Independent Manager etc.

School Green Policy:  
1. Refuse Classification and Recycling Programme at school level, and Old school uniform and book recycling.  
2. School-based activities of environmental protection and Energy efficiency and conservation Policy.

School's Major Concerns:  
1. Strengthening Value Education and Cultivating a Healthy and Positive Perspective on Life.  
2. Making Good Use of Learning Time and Creating Space to Foster Whole-Person Development.

Learning and Teaching Plan

Learning & Teaching Strategies:  
1. Cross-curricular activities facilitate students' bilingual competency inside and outside classroom.  
2. Use Putonghua as the medium of instruction when teaching Chinese language.  
3. English vocabulary items are incorporated into the Maths curriculum. Global Education lessons are taught in English.  
4. To strengthen students' inquiry skills through cross-curricular thematic projects.  
5. Train our students' generic skills and global vision through various exchange programmes.  
6. To strengthen students' self-care skills inside and outside classroom.

Development of Major Renewed Emphases of the Primary Education Curriculum:  
1. Enhance values education (including life education, national education, and national security education).  
2. Strengthen catering for learner diversity.  
3. Reinforce STEAM education to foster students' media and information literacy.

Development of Generic Skills:  
1. Cultivate students' generic skills through project-based learning, service learning, and multiple intelligence classes.  
2. Enhance students' understanding and appreciation of Chinese culture through participation in the Sister School Scheme.  
3. Broaden international perspectives by organizing diverse themed study tours.

Cultivation of Proper Values, Attitudes and Behaviours:  
Our school has incorporated positive value education into the curriculum and various activities. This enables students to develop a positive attitude in school life.

Student Support

Whole School Approach to Catering for Learner Diversity:  
1. Student Support Team in whole school approach is established to cater for student differences particularly in the fields of learning difficulties.  
2. Adapted curriculum and assessment adaptation are provided to individual students.  
3. Free tuition classes, care-taking classes, after-school self study room, multi-dimensional leisure activities are available for the whole person education.

Whole School Approach to Integrated Education:  
1. The school has established a Student Support Team (SST) to provide support to students with Special Educational Needs (SEN), including the adapted curriculum, homework and assessment accommodations etc.  
2. Providing training services for supporting students, such as learning groups, social and emotional support groups.

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 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. After-school adaptation activities and after school Chinese classes.

Curriculum Tailoring and Adaptation:  
1. Individual learning portfolios are established for students with special educational needs to review the students' performance in adapted curriculum, homework and assessment adaptation.  
2. Pay special attention to P.1 students and identify if there are any signals for special educational needs and learning difficulties.

Home-School Co-operation and School Ethos

Home-School Co-operation:  
The parent-teacher association serves as a bridge between the school and parents. Although schools play an important role in educating students, in order to cultivate students with good character, if home and school can work together, the result will be twice the result with half the effort. The parent-teacher association of our school not only provides opinions on the development of the school, but also actively participates in and arranges parent volunteers to help. It is willing to allocate valuable time in the busy schedule to organize various activities, such as: story parents, recycling old school uniforms, Christmas parties, Family trips, Siu Leun stall owners 2024 and other exciting activities, let us practice "home-school cooperation".

School Ethos:  
We practise Christianity with love and care. Students are well prepared in a simple and Christian way of living. They know how to be respectful and polite. They also care about and are willing to serve the community. We adapt the "Open Campus" policy to benefit students. Self study programmes, I.T. support and library are open.

Future Development

School Development Plan:  
1. The school implements an English-Putonghua Immersion Program to nurture biliterate and trilingual elites, incorporating English and Putonghua materials across all subjects and progressively using both languages for communication. Small-class teaching ensures comprehensive care for students.  
2. By inviting overseas teachers (from Mainland, the UK, the US, and Australia) to live and engage with students, and through outbound exchange and study tours (to Mainland and overseas), the school creates an internationalized learning environment, fostering cross-border educational exchanges, global perspectives, and cultural inclusivity.  
3. Develop e-learning, technology-based education, and computer programming instruction.

Teacher Professional Training & Development:  
1. Teacher professional development focuses on English and Putonghua, with a diversified approach to meet students' varied needs and align with the school's development goals.  
2. Teachers attend seminars and courses on diverse learning needs to gain deeper insights into supporting students with different learning requirements, enhancing classroom teaching quality.  
3. Teachers participate in subject-specific seminars and courses to better understand new directions in curriculum development.

Others

Open and Inter-school competitions: Our students obtain excellent results every year in the Speech Festival, Music Festival, Football, Lawn Ball, Fencing, Drama and various sports competitions. Please refer to the school website for details.





保良局方王錦全小學

P.L.K. Fong Wong Kam Chuen Primary School

Leung King Estate, Tuen Mun, N.T.

24661882

general@eclass.plkfwkc.edu.hk

24532395

http://www.plkfwkc.edu.hk/

70

POA School Net No.

### School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Lam Shing Ngai	Ms. Kwok Sau Wai	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
Po Leung Kuk	Love, Respect, Diligence, Honesty	1987	Chinese	-	About 1800 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
Po Leung Kuk Centenary Li Shiu Chung Memorial College, Po Leung Kuk Tung Yuk Tien College				Yes	
4Rs Mental Health Charter	Yes	Whole School Health Programme		Advanced School	

### 2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$20	\$310 (Improving school facilities and hiring foreign teachers)	-

### School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	1	1	1	Creative Art Gallery, Garden and Chinese Culture Gallery
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
10 special rooms including Activity Room, Start-up Lab, Visual Arts Room, Music Room, Health Education Resources Centre, Playroom, Chinese Orchestra Room, Parents Teachers Association Room, English Activity Room and School Alumni 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			49	Total number of teachers in the school		55
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%	32%	67%	9%	18%	73%

### 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		Implement student support program, Gifted Education is implemented on Chinese, English and Mathematics curriculum.								
Remarks		SENCO, On-site Social Worker, Speech Therapist and Educational Psychologist offer support to students and parents.								

### 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	1. (ICT) assessments include skills tests and written tests. There are oral tests and written tests for Putonghua. 2. Chinese and English assessments include listening, speaking, reading and writing. Project-based learning component accounts for 5 marks in Maths exam. Project-based learning and "Little Scientist" activity each contribute 5 marks to the General Studies exam.						
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. P.1 & P.2 class placement by average. 2. 2 elite classes in P.3 & P.4 for the top 70 students. 3. 1 elite class for the top 35 students, 1 advanced class for the rank between 36-70, rank after 70 will be evenly distributed into two classes in P.5 & 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	8:20 AM	3:40 PM	12:30 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. We obtained the Gold Award of "The Hong Kong Healthy School Award Scheme". 2. We carried out "EatSmart School Accreditation Scheme". 3. Students have lunch in the school canteen. 4. Straighten Up Hong Kong School Campaign. 5. We have morning exercises and spinal protection exercises.		1. We have morning assemblies, morning readings and homework lesson. 2. There are practical lessons every Wednesday after lunch and the classes finish at 2:30pm. 3. There are activity lessons and comprehensive lessons every Friday afternoon. Students can participate in different types of extra-curricular activities.		



Life-wide Learning

There are about 30 extra-curricular activities in our school, such as Service Activities: Cub Scouts, Girl Guides, Constitution and Basic Law Ambassador, Health Vanguard; Art Activities: Chinese Orchestra, Dancing, Choir, Chinese Opera, recorder, Gardening; Sports Activities: Swimming, Rugby, Badminton, Table tennis, Tchoukball, Volleyball, Track and Field, Taekwondo, Football and handball; Academic Activities: Debate Team, English Drama, Putonghua Drama, Putonghua Choral Speaking, Mathematics Olympiad Club, STEAM Club, Chinese, English, Mathematics gifted class and so on.

School Mission

Based on the objective "To nurture the students with outstanding ability", we cultivate students' minds with noble personal character and positive outlook on life in order to develop good personalities and enable them to become good citizens.

School Characteristics

School Management

School Management Organisation:

School leadership meeting and executive meeting are held on a regular basis. The members of the leadership meeting are the principal, three vice principals and PSMCD and the members of the executive meeting, in addition to the above persons, are AM, PSM and the representative of APSM. Different working groups are established under the areas of "Management and Organization", "Teaching and Learning" and "School Ethos and Student Support" to promote quality education in our school.

Incorporated Management Committee / School Management Committee / Management Committee:

Our school's Incorporated Management Committee was established on 1st May 2013. Please refer to our school website for details.

School Green Policy:

- 1. There is a gardening group to green our school.
- 2. We place recycling bins for collecting waste paper and plastic bottles.
- 3. Provide less rice choice in school canteen to reduce food waste.
- 4. Energy saving policies.

School's Major Concerns:

- 1. Values education fosters holistic development.
- 2. Self-directed learning unlocks potential.

Learning and Teaching Plan

Learning & Teaching Strategies:

To align with educational development, we comprehensively implement STEAM education, strengthen information literacy, exploration experiments, computer programming, and cross-disciplinary learning. We will use diverse teaching methods, strategies such as seminars, hands-on activities, or field trips. Special research projects in Maths, General Studies, Physical Education, and Music are arranged to cultivate students' self-learning and research abilities. At all levels, we will conduct interdisciplinary learning on the theme of health. Lively and interesting classroom activities, coursework, outdoor learning, and career planning are designed for upper primaries to enrich learning experience.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Our school integrates values education across all subjects. The Growth Curriculum combines positive education, moral and national education with Chinese cultural activities and programs like "A Date with the Elderly," nurturing students' positive values from personal to national levels.

We embrace student diversity through differentiated strategies and tiered assignments. Special programs include gifted streams in Chinese, English and Math, foundation classes, and remedial support, with top students recommended for EDB gifted courses. We promote STEAM education and digital literacy, extending these initiatives to parents.

Through various projects, we develop self-learning skills and broaden learning perspectives. Digital platforms facilitate pre-study and extension work, maximizing classroom time for student-teacher interaction and in-depth learning. These comprehensive learning experiences support whole-person development, equipping students with essential 21st-century competencies.

Development of Generic Skills:

Through different group studies and learning activities, pupils' generic skills are fully developed.

Cultivation of Proper Values, Attitudes and Behaviours:

- 1. Promote a positive campus plan to carry out cross curricular learning to cherish gratitude from P.4 to P.6.
- 2. Value education: moral education in comprehensive curriculum, career planning "Ten Years of Talents", volunteer program "Star Action", Chinese Culture Day, Mindfulness courses, etc.

Student Support

Whole School Approach to Catering for Learner Diversity:

Whole-school participation in catering to the diversity of students: Implement gifted education programs to train students with potential. Additionally, provide teacher support and subject-specific instructional guidance to assist students with special learning needs.

Whole School Approach to Integrated Education:

Whole-school participation in inclusive education model: Our school has a "Student Support Team" with members including the Special Educational Needs Coordinator, school-based educational psychologist, school-based speech therapist, and school social worker and special educational needs support teacher, etc. The school formulates relevant policies through a three-tier support model integrates resources, and carries out diversified teaching activities to provide early identification and intervention for students with special educational needs. It also organizes various learning training groups, such as social skills, emotional skills, and concentration skill groups. Additionally, the school further develops "Individual Education Plan" for students in need.

Curriculum Tailoring and Adaptation:

Teachers adapt homework content and conduct assessments based on the individual needs of students with special learning needs. They also employ various teaching strategies, such as differentiation, multi sensory teaching, and small-group instruction, to cater the diverse learning needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:

- 1. Parents join as committees of different councils, such as commerce and trading group to the benefits of students.
- 2. A parent volunteer team is established to assist the school in organizing activities.

School Ethos:

We emphasize effective communications between teachers and students and encourage students to participate in extra-curricular activities to unleashing their potential and build confidence. Our parent volunteers help support school and assist students in their daily lives such as lunchtime helpers, story tellers and group mentors. We implement a holistic student counseling program and an orientation day for P.1 students.

Future Development

School Development Plan:

- 1. Using Putonghua as the medium of instruction for Chinese in P.2-P.6.
- 2. English curriculum is infused with puppetry, English drama and articles of various genres as teaching content.
- 3. Implemented Specialised Teaching in Chinese, English and Maths for Gifted Education.
- 4. STEAM Education covers General Studies, Computer Studies and interdisciplinary learning.
- 5. Enhancement of Positive and Values Education.

Teacher Professional Training & Development:

- 1. Teachers' professional continuing education is encouraged.
- 2. Numbers of workshops for teachers.
- 3. Lesson co-planning and peer lesson observation are implemented.
- 4. Off-campus and overseas teaching exchanges and sharing.
- 5. Participate in teacher professional community.
- 6. Supported by EDB School-based support services.

Others

- 1. Sport and Art Excellent Award is offered to explore students' potentials. We have carried out school-based Sports and Aesthetic curriculum.
- 2. Students visit schools overseas each year for professional exchange (Places visited: Beijing, Fuzhou, Taiwan, Hubei, Singapore, Xian, Seoul, Qingdao, Shanghai, Kyoto Osaka, Okinawa, New Zealand, The United Kingdom, Hangzhou, Xiamen and Shenzhen).





保良局梁周順琴小學

P.L.K. Leung Chow Shun Kam Primary School

No. 1, Wu Fai Street, Wu King Estate, Tuen Mun, N.T.

24678107

plklcskoffice@plklcsk.edu.hk

24633321

http://www.plklcsk.edu.hk

70

POA School Net No.

### School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Tung Helena Ching Yee	Ms. Wan Wai Fan	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					50%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Po Leung Kuk	Love, Respect, Diligence, Sincerity	1984	Chinese	School Bus	About 2500 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
PLK Centenary Li Shiu Chung Memorial College, PLK Tang Yuk Tien College					
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
-	-	\$40	-	-

### School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	4 group remedial teaching classrooms.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Music room, English room, Dance music room, computer room, STEAM room, Speech Therapy 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			57	Total number of teachers in the school		58
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%	41%	63%	9%	24%	67%

### 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		Underperforming / less able P.2 to P.4 and P.6 students are put into nineteen remedial groups and two IEP small study groups after school hours.								
Remarks		Gifted learners/More able students are identified and placed on the School-based Enrichment Program which incorporates a range of fun and inspiring multiple intelligence activities to enhance their creativity, critical thinking skills and abilities to solve problems by applying different creative thinking strategies.								

### Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		4	Replace tests and examinations with diversified assessments in the first term of P1	No
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 has introduced diversified modes of assessments; Summative assessments including examinations, students' self-assessment, and peer assessment are conducted to collect evidence about students' performance generic skills; Formative assessments are conducted in Oral English and Visual Art to evaluate student daily 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							No
Streaming arrangement	Students of P.3-P.6 are streamed based on academic results of Chinese Language, English Language and Mathematics.						

### 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	7:45 AM	2:35 PM	12:35 PM - 1:25 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Lunch Monitoring Committee has been set up to look into the quality and hygiene of food provided by the supplier. Various activities of multi-strategies are implemented to foster students' healthy growth and development in physical, psychological and social aspects.		School commences at 7:35a.m. followed by a morning assembly at 7:45a.m. There are three break-times including two midmorning recessed of 15 minutes and a midday lunch break of 50 minutes. During recess, students are allowed to freely access special rooms and amenities. Healthy snacks and lunch which meet the nutrient needs of students are provided; reading time is arranged at lunchtime period.		



Life-wide Learning

Various extra-curricular activities such as phonics class, Chinese and Western musical instrumental classes, caricature drawing, arts and crafts, Chinese painting, competitive cheerleading, badminton, football, swimming, taekwondo, rope skipping, STEAM related interest classes and fencing are held after school in order to develop students' potentials.

School Mission

The school upholds the motto, 'Love, Respect, Diligence, Sincerity' and the concept of 'Whole person development'. We attach great importance to the five aspects of development (i.e. moral, intellectual, and physical, social and aesthetic) in an effort to create a harmonious and caring learning environment, cultivate positive value and attitudes in students and unlock their potentials.

School Characteristics

<b>School Management</b>
<b>School Management Organisation:</b> The School is superintended by the Incorporated Management Committee (IMC), the Administrative Panel and the Academic Affairs Committee.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> The IMC is led by the Chairman of Po Leung Kuk. Other positions of the IMC are taken up by two Directors, the Chief Education Officer, the Chief Executive Officer and the Chief Financial Officer of Po Leung Kuk.
<b>School Green Policy:</b> Engage students in various activities to increase their awareness of the environment.
<b>School's Major Concerns:</b> 1. School Development 2. Curriculum Development 3. Student Development
<b>Learning and Teaching Plan</b>
<b>Learning &amp; Teaching Strategies:</b> The school has implemented a comprehensive curriculum in the cover of such subjects as Chinese Language, English Language, Mathematics, General Studies, Visual Art, Music, Computer, Physical Education and Putonghua. To nurture in students the value of 'respect for others' and 'national identity', we have been delivering Moral Education Speech of diversified themes in the morning assembly to dovetail with relevant activities such as "Good Students Election" and "Cleaning Campaign". The above altogether offer a balanced curriculum and a joyful learning environment that makes a firm foundation for lifelong learning. In addition, the school encourages students to partake in uniformed groups with the aim of promoting positive values-commitment and responsibility.
<b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b> Apart from academic performance, our school has always put great emphasis on nurturing good character in our students. To develop a positive and harmonious atmosphere in our school, we infiltrate values education into different subject learning and various activities. Hence, our students can grow up in a caring environment and develop the capabilities to understand themselves and to set goals. We also promote life-wide learning by organizing a variety of activities, including excursions, Chinese Culture Day, exchange programmes, both inside and outside Hong Kong, and so on. Students can broaden their horizons outside of the classroom and inherit Chinese cultural heritage through these activities. Moreover, our school has developed a framework for science and technology education. To strengthen students' abilities in science and technology, and to equip them to face the world of technologies, we plan and organize our STEAM activities, like robotics team and drones team, around interdisciplinary
<b>Development of Generic Skills:</b> The school has spared no effort in organizing different scope of learning and other situational activities such as project learning, presentation, extensive reading and learning via the internet with a view to help students acquire, construct and apply knowledge. As regards the nine generic skills, the School sets its focus on the development of the students' collaboration skill, communication skill, creativity and information technology skill.
<b>Cultivation of Proper Values, Attitudes and Behaviours:</b> To nurture positive values and attitudes in students. To promote positive thinking, active learning and 'try hard' attitude.
<b>Student Support</b>
<b>Whole School Approach to Catering for Learner Diversity:</b> Curriculum variation caters for students' learning differences aiming to stimulate learning motivation and realize student potential.
<b>Whole School Approach to Integrated Education:</b> Our school has a "student support team" that utilizes resources and coordinates various aspects to provide appropriate measures to students with special educational needs. These measures include teaching and examination adjustments, tutorial classes, school-based educational psychology services, school-based speech therapy services etc. These help students integrate into campus life and enhance overall teaching and learning effectiveness, jointly creating an inclusive campus culture.
<b>Education Support for Non-Chinese Speaking (NCS) Students:</b> Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; and organising activities to create an inclusive learning environment in the school.
<b>Curriculum Tailoring and Adaptation:</b> School-based implementation plans and learning activities integrate into different subjects.
<b>Home-School Co-operation and School Ethos</b>
<b>Home-School Co-operation:</b> Our harmonious school-parent relationship is ongoing with parents' trust and support. Since establishment, the Parent Teacher Association (PTA) has assisted with the planning and implementation of a large variety of activities and interest groups for parents and pupils, offering students a vibrant and colorful school life beyond classroom and textbooks.
<b>School Ethos:</b> The school engages all teachers, parents and students to cultivate a caring school culture. Teachers place great value on giving sincere and constructive encouragement, complement and guidance as a means to nurture students to become an active, self-discipline, self-respecting and responsible individuals. In adhere to the culture, the school form a strong connection with parents with the aim that the school policy and decision can be understood, supported and monitored to better respond to the needs of students. To this end, the school disseminates messages to the parents through various media and channels including talks, assemblies, notices and School TV.
<b>Future Development</b>
<b>School Development Plan:</b> 1. Further cater for learner diversity, improving students' learning motivation. 2. Enhance learning autonomy of students and self-management. 3. Improve the effectiveness of learning and teaching. 4. Strengthen students' knowledge based in Science and Technology.
<b>Teacher Professional Training &amp; Development:</b> All of our teachers have attained a bachelor's degree and are with solid teaching experience. The school has taken part in the School-based Support Services where EDB' school support agents collaborate closely with teachers to develop school-based curricula. The effectiveness of teaching and learning is significantly enhanced. Moving forward, the school is going to foster professional exchange and collaboration between Mainland or overseas teachers and local teachers and involve in pedagogical strategies related to the implementation of IT in education as measures to enhance the academic performance of students.
<b>Others</b>
1. The school has been striving to provide students with exchange opportunities in Xi'an, Sichuan, Greater Bay Area or New Zealand to enhance their knowledge, expand their horizons and enrich their learning experience. 2. Mainland Exchange Program and other complementary learning activities have long been organized that aim to help students gain a comprehensive understanding of the motherland from different perspectives.





### School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Dr. Kwok Law Kwai Chun Eleanor	Miss Lee Wing Kam	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
Po Leung Kuk	Love, Respect, Diligence, Integrity	1977	Chinese	-	About 6100 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
Po Leung Kuk Centenary Li Shiu Chung Memorial College, Po Leung Kuk Tang Yuk Tien College				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	\$310(teaching materials and Net teacher services)	-

### School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	Lift, accessible lift, whole school has covered WiFi, classroom with air-con and interactive touch screen, cover playground with air-con(July 2025)
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
2 Computer rooms, Visual Art room, Music room, Dancing room, General studies room, English activity room, Discovery Gallery, 4 Small class teaching rooms, Multi-purpose room, Conference room.				Accessible lift.

### 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		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
100%	98%	28%	23%	7%	15%	78%

### 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		Small class teaching is adopted. There are also 8 regular tutoring groups and homework tutoring classes to help students with weaker learning abilities. Senior grades also use combined classes.								
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	Conduct progressive assessment using multiple modes, such as questioning, observation, homework, dictation, online exercises, special reports and studies, group presentations, paper-based assessments, student self-assessment, peer evaluation, teacher evaluation, parent evaluation, 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	P3 to P6 according to academic result.						

### 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	7:50 AM	2:45 PM	12:05 PM - 1:05 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	School Physical Fitness Award Scheme, Morning exercises on Friday morning				



Life-wide Learning

Our school has 27 interest groups; 2 instrument training groups; 3 student service teams; 2 choirs; Cub Scouts, Girl Scouts, and Youth Scouts; track and field team; after-school ball team and training, track and field team, swimming team, fencing team; recitation group; Chinese dance group; drama group; math elite group; Chinese painting class, pottery class, etc. There are also diversified learning days, sports games, overseas study and visiting activities.

School Mission

Love, Respect, Diligence, Integrity and Whole person development.

School Characteristics

School Management

School Management Organisation:

Incorporated Management Committee, Administrative team and Subject team.

Incorporated Management Committee / School Management Committee / Management Committee:

"Members comprising sponsoring body managers, alternate sponsoring body managers, the principal (ex-officio manager), teacher manager, alternate teacher manager, parent manager, alternate parent manager, independent manager and alumni manager."

School Green Policy:

A committee is formed to implement the environmental activities. Teacher Green Managers and Student Green Ambassadors carry out activities in respect of environmental protection.

School's Major Concerns:

Cultivate students' creative potential, deepen the positive education and atmosphere on campus, promote students' positive emotions and physical and mental health, and enhance the sense of belonging on campus

Learning and Teaching Plan

Learning & Teaching Strategies:

Cultivate students positive learning attitude and responsibility. Besides paying attention to academic performance, students' cultural achievement is also important. To raise students' positive attitudes and values, programmes like project learning and extensive reading scheme are used to arouse critical thinking.

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; and enhancing assessment literacy for promoting learning and teaching effectiveness.

Development of Generic Skills:

Through extra-curricular activities, like project learning, on-line learning and extensive reading, students' collaborating abilities will be strengthened.

Cultivation of Proper Values, Attitudes and Behaviours:

In addition to cultivating students' values through the teaching content of various subjects, we also cultivate students' positive thinking and enhance their resilience through positive activities such as moral education classes and lectures; and enhance students' national consciousness through activities such as flag-raising ceremonies and speeches under the national flag.

Student Support

Whole School Approach to Catering for Learner Diversity:

Mixed-class regrouping, after-school tutorial classes, study skills training, social skills training and speech therapy. School-based Educational Psychologist, school-based speech therapist, school-based social workers, SENCO and student support team also help to cope with students' cases.

Whole School Approach to Integrated Education:

Adopt the Whole School Approach to Integrated Education to cater for students' learning diversity. In order to give the appropriate assistance and support to students, Student Support Team immerses different elements into curriculum. Through implementing the Whole School Approach, teachers can easily and effectively identify different needs of the students. With careful planning, both enrichment courses and remedial programmes are launched to cater for the different needs of high-ability and low-ability students. Student Support Team can provide the appropriate adjustment and implement the programmes effectively to meet the needs of students with SEN.

Curriculum Tailoring and Adaptation:

Our school has adapted courses to assist students with different learning needs; there are also examination adjustments, extracurricular tutoring classes for lower grades and after-school tutoring teaching groups.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Parents are our unique partners. In order to strengthen parents' communication skills with their kids and enrich students' school life, we organize various events like workshops, seminars and courses for them.

School Ethos:

Students are self-disciplined and polite, and actively participate in the school's courtesy, cleanliness, and progress awards programs. We also utilise resources from local volunteer groups to hold lectures and training courses for parents.

Future Development

School Development Plan:

- 1. Cultivate students' creative potential.
- 2. Deepen the positive education and atmosphere on campus, promote students' positive emotions and physical and mental health, and enhance the sense of belonging on campus.

Teacher Professional Training & Development:

Organise teacher professional development days, prepare lessons together, utilise external resources such as school-based support, and encourage teachers to pursue further studies to enhance their professional development.

Others

Various scholarships are offered to encourage students to excel in their studies, conduct and activities.





# 保良局志豪小學 Po Leung Kuk Horizon East Primary School

3 Hing Fu Street, Tuen Mun

27020707

27027772

plkheps@plkheps.edu.hk

http://www.plkheps.edu.hk

70

POA School Net No.

## School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Supervisor To Wai Keung	Ms. Lee Sau Lan Dora	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					92%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Po Leung Kuk	Love, Respect, Diligence, Sincerity	1987	Chinese	School Bus	About 6200 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
Po Leung Kuk Centenary Li Shiu Chung College, Po Leung Kuk Tang Yuk Tien College			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	\$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	Mrs. Liann Tao Ho Sports Area, Medical Inspection Room, Wall Climbing Area.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Computer Room, Music Room, Visual Arts Room, Pottery Room, General Studies Room, English Reading Room, Student Activity Room, Games Therapy Room, Counselling Room, Campus TV Studio, Lecture Theatre.				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			57	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%	33%	58%	18%	27%	55%

## 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	Keep abreast of educational trends, various teaching strategies including e-learning and self directed learning are adopted to enhance student learning competence. Excellence groups for Chinese, English, Mathematics are set up to meet the needs of students with different learning abilities.						
Remarks	A support team comprising Student Guidance Personnel, School Social Worker, Speech Therapist, Educational Psychologist and school nurse provide support for students' needs.						

## 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	Apart from examination, formative assessment is used to assess students' learning progress.				
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	Primary One: no streaming; Primary Two to Six: Putonghua as MOI in Chinese lessons (one class in each level): According to examination 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	7:55 AM	3:05 PM	1:00 PM - 1:50 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Students are encouraged to put healthy lifestyle into practice, such as doing exercises regularly and having a healthy diet. Skipping for Health Scheme and Health Promoting School Programme were introduced. Eat smart activities such as Joyful Fruit Month are held regularly.		To promote a healthy lifestyle among students, the school provides a range of sports facilities. Provide different physical training courses, such as swimming, football, rugby, fencing, badminton, table tennis and uncycling.		



Life-wide Learning

Choir, handbell ensemble, percussion band, St. John's Pandas, Boy Scouts, Girl Guide, Red Cross, Road Safety Patrol, HEPS First-aid Team, flag team, Green Ambassadors, dance teams (oriental, Latin, jazz, ballet), Mathematics Team, Mathematics Club, English Drama Club, debate team, quiz team, basketball team, volleyball team, football team, athletic team, swimming team and unicycle team.

School Mission

Upholding the education mission of Po Leung Kuk, we are committed to promoting the ideas of whole person education leading to cognitive, physical, aesthetic, moral growth and a broad global perspective through a balanced, diverse curriculum. We aim at providing students with a pleasurable learning environment which helps explore their potentiality.

School Characteristics

<b>School Management</b>
<b>School Management Organisation:</b> Incorporated Management Committee, Supervisor, Principal, Vice Principal, School Development Committee (School Improvement Committee), Administration Committee, Administrative Coordination Committee.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> The Incorporated Management Committee, which was established on 1st June, 2007, comprises of supervisor, sponsoring body managers, parent manager, alternate parent manager, teacher manager, alternate teacher manager, the principal (ex-official member), independent manager and alumnus manager.
<b>School Green Policy:</b> We have established an “Environmental Management Team” responsible for developing and implementing various environmental policies and educational activities, as well as formulating and promoting environmental awareness campaigns. We demonstrate using fewer resources which reduces the impact on the environment by installing facilities such as solar power systems, pedal power generators, food waste processors, and energy monitoring systems on campus, allowing students to experience the benefits of environmental protection first-hand. We also organize various activities to raise students' awareness of environmental issues and encourage them to take practical action in their daily lives.
<b>School's Major Concerns:</b> 1. Promote diversified learning strategies, enrich students' learning experiences and facilitate whole-person development of students. 2. Continue to construct a well-being campus, enhance students' moral literacy and cultivate them to be good citizens.
<b>Learning and Teaching Plan</b>
<b>Learning &amp; Teaching Strategies:</b> To enhance students' learning abilities through reading to learn, Space Town (P.1-P.3), e-learning resources and STEAM elements, thematic learning activities, higher order thinking skills training and gifted education programmes. To widen students' horizons through project learning and cross-curricular outdoor learning activities. Assessment literacy is encouraged to enhance students' integration competence and learning effectiveness.
<b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b> We achieve the goal of whole-person development through optimising our policies and practices by integrating initiatives within our school organically. Our cross-curricular activities aim to provide students with diverse, appropriate and meaningful learning experiences, and broaden their scope of learning and horizons to achieve whole-person development and establish a solid foundation for lifelong learning.
<b>Development of Generic Skills:</b> Variety of interactive learning activities, project learning, science and technology activities help develop students' generic skills, especially skills of self-study, communication, collaboration and problem-solving.
<b>Cultivation of Proper Values, Attitudes and Behaviours:</b> 1. Devoted to cultivating students' positive values and attitudes by introducing the school based positive education programme, which focuses on developing the six categories of virtue, thus help students use their character strengths to solve problems during challenging periods of time and adversities in life. 2. Nurture in students the twelve main values and attitudes through the implementation of school based positive education programme and versatile activities.
<b>Student Support</b>
<b>Whole School Approach to Catering for Learner Diversity:</b> The 'Student Support Team' is established and school-based speech therapists and school-based educational psychologist are invited to provide support services for students, parents and teachers in a multi-disciplinary support model. Different multi-intelligent activities are arranged to cater for students' learning diversity so as to stretch their potentials.
<b>Whole School Approach to Integrated Education:</b> Student Support Team caters for students' diverse learning needs. Workshops and seminars are arranged for teachers, parents and students. Adapted Learning Courses, special examination arrangements, remedial groups and individual education plan help support students in need.
<b>Education Support for Non-Chinese Speaking (NCS) Students:</b> 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; 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.
<b>Curriculum Tailoring and Adaptation:</b> Student Support Team designs learning contents for students with different educational needs, including more able students. Appropriate adaptations are adopted in the learning process to meet the learning ability of these students.
<b>Home-School Co-operation and School Ethos</b>
<b>Home-School Co-operation:</b> To create harmonious home-school relationship and strengthen sense of belonging among parents through events organised by Parent-Teacher Association and offering help in school functions by parent volunteers. Parents Classroom had been set up to encourage parents to participate in school activities.
<b>School Ethos:</b> Striving to promote a caring atmosphere, we organise orientation activities for Primary One students, seminars and school visit activities for Primary Six students and parents. "Story Mum" programme, peer support groups help Primary One students adapt new school life.
<b>Future Development</b>
<b>School Development Plan:</b> For future development, the school is dedicated to improving well-being in students and teachers by developing positive education sustainably. In respect of academic, the school aims to enhancing learning effectiveness and build lifelong learning skills in students.
<b>Teacher Professional Training &amp; Development:</b> To implement specialised teaching, encourage teachers' professional development, adopt school based teacher training, peer observation, new teacher induction and organise learning circles, so as to enhance teaching effectiveness; foster professional sharing among teachers from our school as well as teachers among various education sectors.
<b>Others</b>
1. We offer various scholarships to award students with outstanding accomplishments in various aspects. 2. Outstanding achievements: QAMAS, Social Engagement Award in Hi-Five Students Engagement Award Scheme.





柏立基教育學院校友會何壽基學校  
S.R.B.C.E.P.S.A. Ho Sau Ki School

🏠 Estate School No. 1, Tin King Estate, Tuen Mun, N.T.

📞 24556111

📠 24642990

✉ info@hosauki.edu.hk

🌐 http://www.hosauki.edu.hk

70

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Ng Woon Ling	Principal Chung Yim 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					78%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
S.R.B.C.E. Past Students' Association Ltd	Knowledge, Morals, Loyalty and Honesty	1989	Chinese	School Bus	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
-	-	\$20	School Based Management \$150	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
26	2	1	1	STREAM Room, Campus TV, School History Gallery and PTA Resources Centre.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Music Room, Library and Flight Simulation Room etc.				-

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		43
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%	31%	60%	30%	33%	37%

Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year				No. of classes	2	3	2	3	3	3	16
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	1	2	3	2	3	3	14
Mode of teaching at different levels	1. Whole School Small Class Approach. 2. Small Class Teaching in Chinese. 3. Tailoring curriculum and assessment format 4. Whole school approach in catering for diverse learning needs										
Remarks	-										

Performance Assessment

Number of test(s) per year (P1 only)	2	Number of exam(s) per year (P1 only)	2	Replace tests and examinations with diversified assessments in the first term of P1	No
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					No
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	1. Pencil and paper, Project Learning, Observation, Discussion, Writing 2. Formative Assessment, Summative Assessment 3. Multi-intelligence Observation 4. Students' Reports and 5. Individual Learning Profiles.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					No
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	P.1 - P.6 Small Class Teaching, students are streamed according to their individual differences.				

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	45 mins	8:00 AM	3:20 PM	12:30 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Our school has been accredited as a member of 'Eat Smart School Accreditation Scheme' by the Department of Health-promoting a healthy school, with emphasis on the healthy development of pupils; setting up joyful fruit month and regularly providing healthy lunches etc.		Besides prioritising our students' academic progress, we also foster their growth in sports and arts. Our school teams have achieved outstanding results; members of the track and field and volleyball teams have been repeatedly elected as district representatives. Our school band and accordion team frequently perform outside school. The Taiwan Accordion Society recently invited the accordion team to perform in Taiwan.		



Life-wide Learning

English Enhancement Course, Ball games, Swimming, Athletic Team, Dancing, School Band, Boy Scouts, Brownies, Accordion, Cambridge Young Learners English Test, Maths Olympiad Group, English Musical, Phonics Class, English Speaking, School Reporters, Musical Instruments, Dragon Performance, Kung Fu, Floorball.

School Mission

Our School not only emphasizes building up pupils' moral values, we also pay a lot of attention to balancing the growth of academic, physical, collaborative and aesthetic values. We furthermore, aim to educate pupils to be: responsible; eager to learn; self-disciplined; kind-hearted; poised; good-tempered and life-long learners.

School Characteristics

School Management

**School Management Organisation:**  
The School Management Committee is comprised of: School Ethos and Support Team, Learning and Teaching Team and School Development Team

**Incorporated Management Committee / School Management Committee / Management Committee:**  
The School is managed by the Incorporated Management Committee of Sir Robert Black College of Education Past Students' Association Ho Sau Ki School. It was formed on 31st August,2007. The total number of Managers is 11. The composition includes:  
1. Chancellor: 1      2. Sponsoring Body Managers: 3  
3. Principal: 1      4. Independent Manager: 1  
5. Parent Manager: 1    6. Alternate Parent Manager: 1  
7. Alumni Manager: 1    8. Teacher Manager:1  
9. Alternate Teacher Manager: 1

**School Green Policy:**  
A Whole School Approach of Waste Sorting and Recycling, committed to providing healthy lunches, conserve energy and reduce wastes.

**School's Major Concerns:**  
1. To proactively promote students' positive growth through values education.  
2. Utilize diversified learning and teaching strategies to enhance students' learning effectiveness.

Learning and Teaching Plan

**Learning & Teaching Strategies:**  
Sustaining the educational motto of our school: 'Let every child have a chance to succeed'. Using diversified learning strategies to arouse pupils' motivation, presenting self-directed learning and successful leaning experiences. Referring to the small class learning elements, designing quality lessons and showing pupils' talents. Our school is one of the Pilot Schools for the Wifi100 Scheme of the EDB. We have installed an advanced Optical Network with single mode fibers and is the 1st primary school in Tuen Mun to have a School Optical Network with features of Terabit backbone for future scalability and upgradability. We actively develop students' e-Learning skills and knowledge.

**Development of Major Renewed Emphases of the Primary Education Curriculum:**  
Strengthening values education (Covering National Education [including Patriotic Education, National Security Education] and Life Education). Making good use of learning time, creating space to promote balanced physical and psychological development; enriching life-wide learning experiences and fostering 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 to develop students' lifelong learning capabilities; and enhancing assessment literacy for promoting learning and teaching effectiveness.

**Development of Generic Skills:**  
Develop students' nine Generic Skills, includes: Communication Skills, Mathematical Skills, IT Skills, Critical Thinking Skills, Creativity, Problem Solving Skills, Self-management Skills, Self-learning Skills and Collaboration Skills.

**Cultivation of Proper Values, Attitudes and Behaviours:**  
Respect, diligent and law-abiding are the themes of school-based guidance. The school organizes diverse school-based guidance activities, such as a good student reward program, finish all the homework on time, a star recognition program etc. We hope to deepen the school's culture of respect and diligent and to promote the law-abiding spirit. Optimize life education courses in order to cultivate students' attitude of accepting, appreciating others and develop a good character. A positive campus environment is established.

Student Support

**Whole School Approach to Catering for Learner Diversity:**  
Lesson study; Catering for individual diversities; Individual Education Plan (IEP); After-school tutorial classes; Small class teaching; Teaching Assistants Support; Enhanced School-based Speech Therapy Services; Gifted education program, etc.

**Whole School Approach to Integrated Education:**  
Our school has set up a Student Support Team to take charge of Special Educational Needs (SEN) support. The team is made up of Special Educational Needs Coordinator (SENCO) and Special Educational Needs Support Teachers (SENST).Our school also supports students through the Learning Support Grant (LSG), the Grant for Supporting Non-Chinese Speaking (NCS) Students with Special Educational Needs (SEN) (NCS-SEN Grant), School-based Educational Psychology Service and School-based Speech Therapy Service. Our school presents extra support for the students with SEN through training courses, Individual Education Plan and speech therapy sessions. The school is regularly visited by a school-based educational psychologist who meets with teachers and parents to evaluate the effectiveness of the school's policy to support the SEN students.

**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. 1. After-school Chinese enhancement class. 2. English version of all School Circulars and Parent's Letters. 3. The NCS teaching assistant is employed to contact with parents of NCS students. 4. Small group teaching in Chinese for NCS students.

**Curriculum Tailoring and Adaptation:**  
Differentiated School-based worksheets for learner abilities. Adjustment of the curriculum to match different learning abilities; homework and assessment adjustment.

Home-School Co-operation and School Ethos

**Home-School Co-operation:**  
Home and school join hands in nurturing our students. Principal has a morning session with parents every week to discuss and share ideas. Summer Hotmails and Sunshine Calls are launched. Parent Education and Parent Network are organized by the school.

**School Ethos:**  
To be caring and considerate toward each other's needs. Emphasis is on the nurturing of students' characters and personalities. We encourage students to respect, forgive and live in harmony with each other. A whole school approach toward supporting individual diversities. Our motto is "All students can be taught", we also believe that "All children can succeed," and with these beliefs we create a caring, harmonious and united school. In 2015, we succeeded in winning the "Outstanding Caring School-Promoting Harmony for our people and society" theme award of the Open Primary Section, among a few hundred other schools. In 2016, we also won the prestigious campus "Achievement Hope" theme award for the second time.

Future Development

**School Development Plan:**  
1. Introduce various values across subjects to cultivate students' appreciation of the virtues in traditional Chinese culture.  
2. Showcase students' diversity to foster a positive and proactive attitude toward life.  
3. Arrange and organize diverse activities to enhance students' sense of national identity.  
4. Organize diverse parent-child activities to jointly promote positive values.  
5. Foster students to become law-abiding individuals through experiential activities.  
6. Continuously establish cross- curricular learning to enhance learning effectiveness.  
7. Develop diverse teaching strategies to address the diversity of learning needs.  
8. Continuously strengthen STEAM education to enhance students' generic skills.

**Teacher Professional Training & Development:**  
Continual training to improve teachers' professional skills and strengthen academic performance and sharing.

Others

32nd IDTA President Cup & 17th IDTA Cup H.K. Children and Youth Dance: nine Champion, five 1st Runners up; Bauhinia Cup H.K. Dance Champion: three Champion, two 1st Runners up and three 2nd Runners up; H.K. Taekwondo: one 1st Runners up;  
Latin Dance Competition: five Champion and two 2nd Runners up;  
Good Morning Class drawing competition: one Gold Award;  
Tuen Mun Inter Primary School Athletics Competition: two Champion, one 1st Runners up and two 2nd Runners up;  
Tuen Mun Inter-Primary School Volleyball Competition (Boys):Champion;  
56th Judo Competition: 1st Runners up





# 道教青松小學 Taoist Ching Chung Primary School

Shan King Estate, Tuen Mun, N.T.

24651222

24642996

email@tccps.edu.hk

http://tccps.edu.hk

70

POA School Net No.

## School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Cheng Hong Kan	Mr. Leung Cheuk Yin	Established	Aided Whole Day	Co-ed	Taoism
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					67%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Ching Chung Taoist Association of Hong Kong Ltd.	To guide students in the understanding and appreciation of the underlying natural constitution of the world.	1985	Chinese	School Bus	About 3800 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-				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	\$310	Replacement of student card: \$45

## School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
29	1	1	1	Air-conditioned. Internet and Wifi connected. All classrooms with touch screen TV. A big LED screen in school hall.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Eight (Including English Reading Room, Activity Room, Computer Room, Music Room, Designated tutorial rooms for small group learning, Speech Therapy Room) and an Outdoor Learning Garden.				Ramp, Accessible lift, Accessible toilet 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			56	Total number of teachers in the school		57
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%	51%	18%	22%	60%

## 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		Small class sizes for P.1-P.6. Students are screened through systematic testing, streamed according to the test results, and given activities and materials appropriate to their levels. Effort is made to overcome weaknesses and move students to a normative level.								
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	Analytical and Formative 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, starting from P.2, is done to give academically gifted students an opportunity to learn with more challenging activities and materials.				

## 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	7:45 AM	2:45 PM	12:40 PM - 1:40 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Reading Session every afternoon. Healthy eating promotion project.		1. 7:45am - 8:00am Class Teacher Period. 2. Rest and Reading Session after lunch every day. 3. Homework Session for students every afternoon. 4. 2:05pm - 2:45pm Moral Education/Scout Activities/Integrated Activities/STEAM.		



Life-wide Learning

Programs for systematically developed special skills for students with interest and potential in certain areas such as: English, Chinese, Mathematics, academic competitions, STEM, English Musical, Chinese and vocal music, athletics, team and individual sports. Programs for preparation for inter-school competitions, and summer activities such as handicrafts, sports and academic subjects.

School Mission

We are mandated to establish a legitimate public educational institute for school age students in Tuen Mun.

School Characteristics

School Management

School Management Organisation:

There are 9 administration units: school administrative affairs unit, curriculum development unit, academic affairs unit, student support unit, disciplinary and counselling unit, extra curricula activities unit, national education unit, IT unit and student affairs unit. They are responsible for setting up school policies, facilitating the smooth running of the school policies and making final decisions.

Incorporated Management Committee / School Management Committee / Management Committee:

Incorporated Management Committee was established in 2007. The Committee members are formed by representatives from the school advisory board, teachers, parents and alumni.

School Green Policy:

Green Living Group and Environmental protection ambassadors scheme promote green living and conservation.

School's Major Concerns:

Multiple intelligence, invitational education, caring school, small class teaching, positive education and life education.

Learning and Teaching Plan

Learning & Teaching Strategies:

An ongoing effort is made to give opportunities for students to have various learning experiences other than the academic program. Students are encouraged to go outside on educational interflow trips which enhance their understanding of various communities and cultural realities. Every year the school has a learning theme. The school library promotes reading across the curriculum. Moral and life education, social and emotional education, and life planning education are implemented by class teachers regularly. E-learning and IT are integrated into specific subject lessons.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Promote national education in multiple aspects. Emphasize the "Six Core Values of TCCPS". Learn empathy through experiential activities, and cultivate students' attitudes of law-abidingness and diligence. Encourage students to do more sports through the "Ching Chung Physical Sports Calendar" in order to promote a balance between physical and mental developments and promote the health message of MVPA60. Interdisciplinary activities and reading across curricular are integrated together to promote reading, with the help of the whole-school reading scheme. Provide a variety of all-round activities. Strengthen STEAM education through the learning of AR/VR. Carefully analyze students' learning performance to design more appropriate teaching plans for students of different levels, so as to cater for the learners' diversity and improve teaching effectiveness.

Development of Generic Skills:

Our school has systematically arranged the nine generic skills to different key stage areas of learning. We have always taken the students' development and the specific focuses of various subjects into account when we are doing such planning.

Cultivation of Proper Values, Attitudes and Behaviours:

Promotion of "Core Values of TCCPS", together with the promotion of caring school atmosphere and positive education. Promotion of the Twelve Priority Values and Attitudes.

Student Support

Whole School Approach to Catering for Learner Diversity:

Our school provides the following support and resources for SEN students: arranging Chinese, English, and Mathematics tutorial classes after school; setting up attention training groups and social training groups; having our school-based educational psychologist support the school in developing "Individual Education Plan" for students in need; providing school-based speech therapy services; providing adjustments for learning, homework, and assessments; establishing the "Helpful Ambassadors" program and arranging inclusive activities in school. Our school also makes good use of community resources and participates in activities established by different organizations to provide diversified support to students.

Whole School Approach to Integrated Education:

Our school supports students with special educational needs (SEN) through the Whole School Approach. By using Learning Support Grant, we aim to enhance their learning effectiveness and help them integrate into school life. The Student Support Team of our school is led by the Special Educational Needs Coordinator, with members including our school-based educational psychologist, school-based speech therapist, school social workers, teachers who provide support for students with SEN, subject heads, curriculum development directors, etc. In addition, we value home-school cooperation and have established a regular communication mechanism to discuss and review students' support strategies with parents through many platforms.

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. Integrated contents of various subjects.
- 2. Special classes for talented students.
- 3. The gifted education programme for gifted students.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The PTA has a large team of parent volunteers who are in close contact with the school at any time to provide support for various school activities. In addition, parent volunteers will organize parenting and festive activities and participate in charitable services in the community. The PTA also nominated parent representatives to serve as parent managers of the IMC to provide advice on school affairs.

School Ethos:

Emphasis on caring and inclusive culture. Nurturing students' positive thinking. Big Brother Big Sister Program and Buddy Reading Program help Primary One students adapt to primary school life. Rated as one of the schools with Grade A-level school ethos in Tuen Mun for several years.

Future Development

School Development Plan:

- 1. Improve students' learning performance.
- 2. Cultivate students' positive thinking and healthiness.
- 3. Caring school atmosphere.
- 4. Explore students' potentials. Promote gifted education.
- 5. Student-centered school-based curriculum to upgrade students' ability for learning.

Teacher Professional Training & Development:

- 1. Central teacher development policy.
- 2. Sharing session after class observation.

Others

Whole school Houses and Scouts Development Scheme. Promotion of Chinese culture. A school-based curriculum of Chinese medicine.





道教青松小學 (湖景邨)

Taoist Ching Chung Primary School (Wu King Estate)

🏠 Estate Primary School No. 1, Phase 1, Wu King Estate Area 28, Tuen Mun, N.T.

📞 24652881

📧 office@tccpswke.edu.hk

📠 24656863

🌐 https://www.tccpswke.edu.hk

70

POA School Net No.

### School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Chiu Suk Yee	Mr. Ng Sze Ming	Established	Aided Whole Day	Co-ed	Taoism
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					81%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Ching Chung Taoist Association of Hong Kong Ltd.	To guide students in the understanding and appreciation of the underlying natural constitution of the world.	2008	Chinese	School Bus	About 3500 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	\$300	-

### School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
25	2	1	1	1. Our school installed optical fibre network in all classrooms and special rooms. 2. Electronic Whiteboard installed in all classrooms.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Including Reading Room, Art Room, Computer Room, Aerospace Simulation Lab, STEAM Lab, Music Room, Dancing Room.				Ramp, Accessible lift, Accessible toilet 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			47	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
92%	96%	38%	30%	18%	30%	52%

### Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year				No. of classes	4	4	4	4	5	4	25
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	4	4	4	4	4	5	25
Mode of teaching at different levels		Small class sizes for P.1 to P.6. Group teaching for P.3 to P.6. Students are screened through systematic testing, are streamed according to the test results, and are given activities and materials appropriate to their levels. Effort is made to cater for learners' individual differences and to overcome weaknesses and move students towards a normative level.									
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	Each subject will have formative as well as summative assessment. Apart from the subject knowledge, different abilities of students will also be assessed. Our assessment includes writing exam papers, project work and assessing students, attitude and their generic skills.						
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	From Primary Three to Primary Six, the more-able students among their fellows will be selected to the best class at their level. Other students will be evenly distributed in the remaining 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	12:30 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. Exercise & Reading Sessions during morning assemblies, EatSmart School Accreditation Scheme. 2. To create a vibrant and healthy growth environment by becoming 'Active School'. 3. To Organize a 'Joyful Fruit Month'.		1. Supplementary lessons before or after school for those less able students. 2. Scout activities for P.1 to P.6 (Once a week). 3. On Fridays, students are dismissed early for participating in multiple intelligence activities. 4. After-lunch activities are organized for students. 5. Sports activities are provided during recess.		



Life-wide Learning

We maintain programmes for systematically developing special skills for students with interests and potentials in certain areas such as: English & Chinese Poetry Speaking, Mathematical Drills, General & Social Knowledge Quizzes. Various musical performances (e.g. Percussion, Choir, African Djembe etc.) and various sports - many of which have produced champions in inter-school or territory-wide tournaments.

School Mission

We are mandated to establish a legitimate public educational institute for school age students in Tuen Mun. Cultivating the students to be positive and optimistic, let them have the courage to face challenges.

School Characteristics

School Management
<b>School Management Organisation:</b> Under the school principal, the school is divided into 3 administration units: school administrative affairs unit, curriculum & academic development unit, student support unit & extra curricula activities unit. They are responsible for setting up school policies, facilitating the smooth running of the school policies and making final decisions.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> It was established in 2009. The Committee members are formed by representatives from the school advisory board, teachers, parents and alumni.
<b>School Green Policy:</b> 1. Establishment of "Green Kids" for environmental protection campaigns. 2. Implementation of garden plantation and waste sorting programmes.
<b>School's Major Concerns:</b> 1. Cater for learner diversity to increase students' learning efficacy. 2. Increase positive emotions among students to promote their physical, mental and spiritual well-being.
Learning and Teaching Plan
<b>Learning &amp; Teaching Strategies:</b> 1. Rescheduling the academic timetable around special events. 2. The school library promotes reading across the curriculum through consultation with various subject teachers. 3. Promote all-directions learning mode and curriculum integration to broaden the students' learning experiences. 4. Self-directed learning strategies are introduced to students including note-taking skills, use of reference books, use of online resources and through the systematic thinking strategies such as mind map in order to help in problem solving and analysing. 5. Design diverse classroom strategies that align with curriculum characteristics and the VARK learning theory for catering to different learning needs.
<b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b> 1. Promote School Mindfulness Project for students' balanced physical and mental development. 2. Promote Student e-Portfolio Award Scheme to strengthen values education. 3. Set up a flag-raising team and promote national security education activities. 4. Set up a cross-curricular program of Ukulele, GIGO and healthy living to enrich students' learning experience.
<b>Development of Generic Skills:</b> Our school has systematically arranged the nine generic skills to different key stage areas of learning. We have always taken the students' development and the specific focuses of various subjects into account when we are doing such a planning.
<b>Cultivation of Proper Values, Attitudes and Behaviours:</b> Our school promotes positivity in education. Optimizing moral and civic education curriculum, life education, which aims at fostering to develop students' positive values and attitudes. So as to provide students with all-round learning experience conducive to their whole-person development.
Student Support
<b>Whole School Approach to Catering for Learner Diversity:</b> 1. Supplementary lessons before or after school, group teaching and Small Class Size Teaching Programme. 2. Students with Special Education Needs (SEN) are identified as early as P.1 to be given relevant evaluation and support. Peer counselling and tutoring are in full service.
<b>Whole School Approach to Integrated Education:</b> 1. Special Educational Needs Coordinator and Special Educational Needs Support Teacher promote and consolidate the school-based Whole School Approach to integrated education. 2. Employ additional teachers and additional teaching assistants by using Learning Support Grant. School provides School-based Speech Therapy Service to help students with special educational needs. 3. Cater for students' diverse learning needs through the 3-Tier Intervention Model: Tier-1: quality teaching in regular classroom; Tier-2: provide remedial teaching and small group services such as School-based Speech Therapy Service, social groups, etc.; Tier-3: provide Individual Education Plans.
<b>Education Support for Non-Chinese Speaking (NCS) Students:</b> Our school provides additional support for NCS students to facilitate their 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. Making use of the funds from the EDB to support all non-Chinese speaking students in our school in learning Chinese, with a teaching assistant to provide pull-out lessons for individual students so as to consolidate their knowledge of the language and strengthen their abilities in learning Chinese Language.
<b>Curriculum Tailoring and Adaptation:</b> 1. Outstanding learners are given more challenges (e.g. Maths team). 2. SEN students are provided with adapted syllabuses.
Home-School Co-operation and School Ethos
<b>Home-School Co-operation:</b> Our school understands the importance of school-parents cooperation and so we have tried using different means to communicate well with the parents. Our school's Parent-Teacher Association has also been set up for years and all the committee members have devoted themselves to the better development of the school. We are glad that the committee members have taken part in various school activities enthusiastically and have set a good example to their kids at school. Our school also cares a lot about the education of parents. We have arranged a lot of talks and seminars in order to help parents to take better care of the development, both physically and mentally, of their kids.
<b>School Ethos:</b> 1. We have actively promoted the "caring culture" within our school. It is even one of our key school based development areas. It is our honour that we were awarded as one of the ten best schools in Hong Kong in promoting this caring culture. 2. We have also been invited by the EDB to join the "Invitational Education Programme" and won Gold Award in order to let all students get the most care, trust and respect from the harmonic atmosphere of our school. 3. Supplementary Lessons for less able students under a whole school approach. 4. An orientation program is established for incoming P.1 students, facilitating adjustment to the new school environment, school and class routines. 5. Moral is of utmost importance for any education. We have implemented personal development classes according to the needs of students. School-based guidance and discipline strategies are also established.
Future Development
<b>School Development Plan:</b> 1. To develop project-based learning in STEAM education. Learn to be a creative and problem solving and to enhance the generic skills of our students. 2. To develop our school-based electronic-teaching by enhancing the IT teaching skills of our teachers and improving students' ability of learning through different e-learning platforms and Apps, as well as upgrading the gadgets needed. 3. To Integrate the 12 core values, VARK learning theories, multisensory learning modes, and national education principles into our curriculum.
<b>Teacher Professional Training &amp; Development:</b> 1. The Committee organizes appropriate school-based training items include staff development days. 2. Hold co-planning meetings, peer observation, sharing sessions and lesson demonstrations in various subjects in order to enhance the professional communication and development.
Others
1. All students are required to partake in Scout activities. 2. To develop IAE (Invitational Education) in order to create an even more encouraging and welcoming learning environment. 3. To broaden students' vision, we place great emphasis on overseas exchange programs such as Australia, Singapore, China, South Korea and Taiwan. 4. Scholarship is readily available to students with outstanding academic and competition achievements.





# 台山商會學校 Toi Shan Association Primary School

14 Shek Pai Tau Road, Tuen Mun, N.T.

24622855

24693274

info@ts.edu.hk

http://www.ts.edu.hk

70

POA School Net No.

## School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Chan Sheung Chi Steven	Ms. TONG MAN YEE	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					65%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Toi Shan Association Education Organization Limited	Diligence • Honesty • Courage • Fortitude	1978	Chinese & English	School Bus	About 6806 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	\$150	-

## School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	2	2	Toishan café, play room, biotechnology laboratory, meditation nap room, reading forest, sports and competition room, karaoke room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Chinese room, English room, Math room, STEM room, Music room, Sports room, Visual arts room, ICT Lab, Computer room, Activity room, Tutor room, Conference room, Exhibition room, Nursing room, Student counseling room, Speech therapy room, Educational psychologist room, Teaching aid room.				Ramp, Accessible lift, Accessible toilet 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			36	Total number of teachers in the school		40
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%	48%	80%	27%	15%	58%

## Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year		No. of classes	2	2	2	3	4	5	18
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)		No. of classes	2	2	2	2	3	4	15
Mode of teaching at different levels	<div>- Small class teaching is implemented in all grades.</div> <div>- Multi-teaching strategies are adopted.</div> <div>- Students learn through various activities to achieve self-learning actively.</div>								
Remarks	<div>1. After-school homework tutoring class</div> <div>2. After-school day-care service</div>								

## 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	In Primary One, there are no examinations, while from Primary Two to Primary Six, there are three examinations held throughout the year. For Primary One to Primary Six, subjects such as Chinese, English, Mathematics, Humanities, and Science all have formative assessments, and teachers provide timely feedback. Various forms of assessment are conducted for each subject, such as practical assessments				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	1. Students in Primary 4 to 6 will be grouped based on their academic performance and learning abilities, allowing for tailored instruction to enhance learning outcomes. 2. Implement tiered instruction				

## 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	8:15 AM	3:00 PM	12:30 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Promote a safe and healthy campus. Participate in the "EatSmart School Accreditation Scheme (ESAS)" and encourage students to have a balanced diet. Doing chiropractic exercises between classes and our school has been awarded the "Excellent Chiropractic Campus".		1. Focusing on the whole-person development, core subjects and different learning activities are held in the morning and in the afternoon respectively. 2. Large-scale events are held every month to enhance students' interest in learning. 3. Provide tutorial classes for students. 4. There are also free after-school homework tutoring classes and free after-school day-care service.		



Life-wide Learning

1. There are 16 uniform and service teams. 2. There are 40 different types of extracurricular activities such as sports, arts, English and technology. 3. Multiple intelligence courses are provided to explore students' potential.

School Mission

Based on the school motto "diligence, honesty, courage and fortitude", we teach our students to be diligent in learning, to treat others honestly, to be willing to serve and never give up. We highly concern about students' growth, catering for learners' diversity and the development of students' multi-intelligence. We aim at developing students' positive personality and positive values of life.

School Characteristics

School Management
<b>School Management Organisation:</b> School organization is composed of four domains: Management and Organization, Learning and Teaching, Student Support, School Ethos and Student Performance. School Improvement Team optimizes our school development continuously.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> The Incorporated Management Committee of our school was established in 2009. Our IMC members include the representatives from the school-sponsoring body, the school principal, teachers, parents, professionals and alumni.
<b>School Green Policy:</b> To establish a green school with an environmental-friendly atmosphere. To enhance students' awareness on saving the Earth by training 'Earth Ambassadors' and launching different events promoting environmental protection.
<b>School's Major Concerns:</b> 1. The school is committed to providing students with an enjoyable learning experience through innovative curricula, pedagogies and diversified activities. 2. A caring and cohesive atmosphere is created in the school to enable students to grow up healthily in a happy campus. 3. Diversified activities are organised to develop students' potential.
Learning and Teaching Plan
<b>Learning &amp; Teaching Strategies:</b> Our school creates a joyful learning atmosphere and develops students' potential: 1. Create an English language environment to enhance students' proficiency in biliteracy and trilingualism. An internationally recognized Cambridge English curriculum is offered for Primary 1 and 2. 2. In Chinese curriculum, we adopt using Mandarin as a medium of instruction, with a focus on developing book-based teaching for Primary 1 and 2. 3. The English Reading Curriculum is designed by the NETs from primary one to six. 4. A forest program is designed for the Science curriculum, and the school's Toi Shan Ecological Garden provides various plants and animals for conducting learning activities. 5. The school also promotes Reading across the Curriculum (RaC), establishing interesting themes for specific grades in collaboration with different subjects.
<b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b> 1. To cultivate a reading culture, we implement reading reward programs and encourage parent-child reading, fostering students' reading habits and enhancing their reading skills. 2. Through self-directed learning activities, gifted programs, thematic learning, life-wide learning, and overseas exchange activities, we cultivate students' various generic skills and autonomous learning abilities. 3. All subjects incorporate e-learning using tablets to enhance teaching effectiveness. 4. To keep abreast of the dynamic changes of the world, students' knowledge of computer programming is enhanced. Enhancement of coding education is designed for KS2 students.
<b>Development of Generic Skills:</b> In the classroom, through group discussions, activity-based teaching, and thematic learning, we enhance students' generic skills such as communication, collaboration, critical thinking, and creative thinking. At the same time, through online self-learning and self-study sessions, we cultivate students' ability to learn independently.
<b>Cultivation of Proper Values, Attitudes and Behaviours:</b> 1. Implement the "I Can Shine" Reward Program 2. Promote a Caring Campus Culture 3. School-wide Service Learning Program 4. Implement Positive Values Program 5. Strengthen Class Management 6. Personal Growth Curriculum 7. Moral Education Curriculum
Student Support
<b>Whole School Approach to Catering for Learner Diversity:</b> 1. Our school provides homework and assessment adjustments for individual students with special educational needs; provides after-school support and specialized group training for students in need; provides individual teaching plans, homework, dictation, and assessment adjustments for students with specific needs; and builds a caring and inclusive campus through diversified activities. 2. The school has "after-school homework tutorial classes" and "after-school care classes" to allow students to complete their homework before going home. In addition to taking care of family needs, it also strengthens parent-child relationships.
<b>Whole School Approach to Integrated Education:</b> Through the whole-school participation model, cross-professional teams collaborate to provide students in need with a "support first, identify later" support model. Use the "Learning Support Grant" to provide timely and appropriate support projects for students with special educational needs. Support projects include hiring additional support teachers and teaching assistants for in-class support, homework and assessment adjustments, tutoring learning groups, social and executive function training groups, school-based speech therapy services, school-based educational psychology services, individual learning plans, etc.
<b>Education Support for Non-Chinese Speaking (NCS) Students:</b> 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; hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents of NCS students; 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.. Inclusive campus activities and off-campus visits to help NCS students explore the community and enrich social life.
<b>Curriculum Tailoring and Adaptation:</b> 1. The professional team of teachers designs diversified teaching activities according to the different needs of students; provides assessment adjustments such as extra time, paper reading, and increased space in assessment papers for assessed students with special educational needs. 2. In order to enable primary one students to adapt to primary school life, the school plans policies such as "Primary One Bridging Classes", "Primary One Adaptation Courses", "Growth Ceremony", "Achievements Exhibition", and "No Exams for the Whole Year of Primary One".
Home-School Co-operation and School Ethos
<b>Home-School Co-operation:</b> Parents' seminar for parents to share their opinions. Parents' workshop for parents to learn skills in nurturing children. Parent volunteer team helps the school organize activities and serve the community. Parent interest classes are organised to strengthen mutual connections between parents.
<b>School Ethos:</b> The school spirit is simple, attaches importance to the culture of care, students study diligently, respect teachers, and have the courage to serve others. Teachers care about students and value their growth.
Future Development
<b>School Development Plan:</b> 1. Focus on Promoting Biliteracy and Trilingualism: Enhance students' presentation skill. 2. Student-Centered Approach: Strengthen experiential learning. 3. Create a Happy Campus: Foster a positive campus culture to guide students towards joyful and healthy growth. 4. Enhance Collaboration with External Organizations: Provide students with broader learning resources. 5. Diverse Extracurricular Activities: Inspire students' potential.
<b>Teacher Professional Training &amp; Development:</b> Collective Lesson Planning for Teachers, Curriculum Research and Open Classes, Academic Sharing Sessions, Overseas Academic Exchanges, Professional Development and Continuing Education for Teachers, Curriculum Development Support Program by the Education Bureau, Support for Robotics Curriculum from Fudan University
Others
1. The academic scholarships are awarded to outstanding students in each class as an encouragement every year. 2. The Chan Chung Wai Scholarships are awarded to students with outstanding performance in sports or art. 3. Organize overseas exchange activities, including Shanghai, Singapore, Sichuan and Taishan, and visit different places every year to enrich students' learning experience.





# 屯門官立小學 Tuen Mun Government Primary School

🏠 Siu Hong Court, Tuen Mun, N.T.

📞 24651662

📠 24643083

✉️ tmgps@edb.gov.hk

🌐 http://www.tmgps.edu.hk

70

POA School Net No.

## School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Tse Yuen Ching	Ms. Wong Fung Ha	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.	1982	Chinese	Nanny van	About 3912 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
South Tuen Mun Government Secondary School, Tuen Mun Government Secondary School, NTHYK Yuen Long District 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: renovate facilities, promote school activities & create better environment for students	-

## School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	3	1	1	Air-conditioned, WiFi access and visualizer, computer & projector equipped classrooms, reading corners.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Computer Room, Activity Room, Multi-purpose Learning Room, Student Guidance Personnel Room, Music Room, School Broadcast Control Room, English Room, English Reading Room, Speech Therapy 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				44		Total number of teachers in the school		44			
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%	18%		61%		5%		16%		79%	

## 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	In accordance with the EDB policies, the school encourages teacher-student interaction and student-student interaction in the classroom and caters for student diversity and learning experiences, so as to develop students' self-learning ability and communication skills.						
Remarks	Reading, Campus TV broadcast, moral education, extra-curricular activities; access to computer room, reading room and self-learning corner; promote MVPA60 to develop an active and healthy school campus.						

## 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	Assessments are diverse and in the form of tests, examinations, student self-evaluation, parent evaluation, electronic learning platform and Apps, project observation, learning experience, information research, oral report, group discussion and interview etc. in order to enhance the assessment literacy 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	Mixed 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	8:15 AM	3:00 PM	12:20 PM - 1:15 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and bring their own lunch.	The Healthy School Life Scheme aims at improving students' physical and mental health by providing them with talks, reading, regular exercise, moral education, educational visits and physical fitness scheme etc.				



Life-wide Learning

Arrange diversified life-wide learning activities for students, such as competitions, school teams, after-school activities, elite programmes and educational visits to develop their potentials for their all-round-development.

School Mission

- Provide a good environment to enhance students' learning, self-esteem, positive thinking, potential and self-learning initiative.
- Ignite students' desire to learn, foster their communication skills and creativity, encourage them to take responsibilities and become a good citizen in the future.

School Characteristics

School Management

School Management Organisation:

The school administration and the subject panels develop the school plans through collaborative efforts and with transparency and accountability.

Incorporated Management Committee / School Management Committee / Management Committee:

The "School Management Committee" was established in September 1999. All members are dedicated to promote the school's continuous development.

School Green Policy:

The moral and civic education team works with other teams to promote school's environmental education, such as the "Student Environmental Protection Ambassador" scheme, Community Planting Day and energy saving activities.

School's Major Concerns:

1. Complementing and promoting nature of teachers and students through autonomy!  
Coping with transitions to embrace the future!
2. We always persevere with positive values!  
We live a healthy lifestyle every day!

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Chinese Language: Implement "From Reading to Writing" teaching strategies to strengthen students' Chinese language proficiency and learning effectiveness.
2. English Language: Implement "Space Town Literacy Programme in P.1-P.3. Integrate e-learning and self-directed learning elements into school-based "From Reading To Writing" curriculum to promote English language proficiency and learning effectiveness in P.4-P.6.
3. Maths: Implement e-learning to promote T/S and S/S interaction, students' interest and learning effectiveness.
4. General Studies: Develop STEAM education. Strengthen students' comprehensive abilities and develop students' creative thinking, co-operative and problem-solving skills.
5. Implement computational thinking education to develop students' basic concept and knowledge of coding.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Strengthen Values Education (including Life Education, National Education and National Security Education)
2. Refine the school timetable to optimize learning hours thereby creating space for teachers and students.
3. Promote Life-wide Learning experiences which are essential to students' whole person development.
4. Persist to cater for learner diversity.
5. Enhance STEAM Education and promote students' media and information literacy.
6. Implement cross-curricular learning and reading programmes.
7. Enhance assessment literacy to promote teaching and learning effectiveness.

Development of Generic Skills:

Through school-based curriculum, we provide students with different learning experiences, such as cross-curricular thematic learning tasks, project learning and life-wide learning activities to develop students' generic skills and positive attitude.

Cultivation of Proper Values, Attitudes and Behaviours:

Cultivating students' positive values and attitudes through co-curricular activities on moral education, whole person development and school-based counselling services. Students are encouraged to put them into practice in real life situations.

Student Support

Whole School Approach to Catering for Learner Diversity:

Implement a "Whole School Approach" to provide support groups and programmes, such as remedial teaching, sports/arts programmes, attention training and "life-wide" support to help students with diverse abilities so as to enhance their learning and boost their confidence.

Whole School Approach to Integrated Education:

The "Whole School Approach" to Integrated Education is deployed to support students with special educational needs. The Special Educational Needs Coordinator (SENCO) leads the student support team including class teachers, subject teachers, school-based educational psychologist (SBEP), Student Guidance Personnel and teaching assistants to draw up plans, such as early identification and support, SBEP counselling, in-class assistance, small group learning, school-based speech therapy service, individual education plan, differentiated homework/assessments plan, "Non-governmental Organization and School Collaboration", "Jockey Club Keen and Active Kids Project", "Understanding Adolescent Project" and workshops for interpersonal social skills and stress management to support students with special educational needs.

Curriculum Tailoring and Adaptation:

Through professional support programmes, refining school-based curriculum development and enhancing classroom teaching and designing effective and diversified teaching tasks and assignments with a view to enhancing students' learning effectiveness.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The Parent-Teacher Association has been established since 1993. It serves as a bridge between all parents and the school. Parents can join the School Management Committee to work with teachers co-operatively and help organise school activities, such as PTA annual meeting, Picnic Day, Sports Day, parents' workshop, fund-raising activities and school newsletter publication.

School Ethos:

Let students study and grow up in a loving and caring environment, in order to establish their positive mind and value. Raise students' self-esteem by positive encouragement.

Future Development

School Development Plan:

1. Deeply develop students' habits and abilities for self-directed learning.
2. Continuously cultivate students' positive values and attitudes.

Teacher Professional Training & Development:

Teachers attend professional development courses to promote their expertise. They co-plan with colleagues, observe lessons among peers and exchange ideas in meetings. Teachers are involved in different schemes supported by EDB or other education organisations to develop school-based curriculum and to promote teaching and learning effectiveness.

Others

To fulfill the school developmental needs, our school utilizes external resources to enhance teachers' teaching effectiveness and to provide students with diversified learning experiences.





仁濟醫院羅陳楚思小學  
Yan Chai Hospital Law Chan Chor Si Primary School

29 Wu King Road, Tuen Mun, N.T.

24413366

24040289

office@lccs.edu.hk

http://www.lccs.edu.hk

70

POA School Net No.

### School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Supervisor Chan Wai Hang	Dr. Chan Ka Pik	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
Yan Chai Hospital	Serving the community in the Spirit of Benevolence	1986	Chinese	School Bus	About 6000 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
Yan Chai Hospital No.2 Secondary School			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
-	-	\$30	\$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	LCCS Eco-garden and reptile classroom collaborate with different subjects, practice environmental education and life education.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
The School premises are comprised of special rooms, including STEAM ROOM, LCCS Studio, School History Corridor, computer laboratory, student activity centre, library, conference room, art and design room, two music rooms, English room and dancing 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			55	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%	35%	65%	33%	13%	54%

### 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		The school adopts a wide variety of teaching modes to enhance the effectiveness of teaching and learning such as discovery learning, cooperative learning, high-order thinking skills training and mixed-mode learning.								
Remarks		The school has manipulated various platforms for blended learning.								

### 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	Formative assessment for different subjects in Chinese, English, Maths, G.S., Music, Art and Crafts, PE and STEAM.				
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: mixed-ability classes; P.5-P.6: streamed 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	7	35 mins	8:15 AM	3:30 PM	1:00 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and launched the 'Central Meal Portioning' Scheme.	In order to promote a healthy life, we implement a healthy policy in the school and arrange healthy eating promotion projects such as "EatSmart School Accreditation Scheme". We also organize various activities such as Eating Vegetables Award and Fruit Day. Students have morning exercise every day.		Students' timetable is based on a six-day-cycle. There are three days for extra-curricular activities. Programmes such as 'Learning Smarties' and 'Skills Training Zone' are available for every student in our school.		



Life-wide Learning

More than 100 types of extra-curricular activities. They include orchestra, cycling, Chinese Orchestra, lion dance team, dragon dance team, Kin-ball, drama, IT challenge award, choir, basketball, floorball, rope skipping.

School Mission

We are very concerned about the moral education of our students and that they are given opportunities to develop to their full potential. The school provides a balanced program for intellectual, physical, social, ethical and aesthetic development of all students. The Parents and Teachers Association, which was established in 1994, promotes close links between the home and school and benefits the teaching & learning at school.

School Characteristics

School Management
<b>School Management Organisation:</b> Our school is run by the Board of Yan Chai Hospital. It is under the management of the Incorporated Management Committee (IMC). The Headmistress, Ms Chan Ka Pik, together with the senior teaching staff are responsible for the general administration of school operations.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> We have established IMC to carry out school-based management. Our IMC members include the representatives from the school-sponsoring body, the school principal, teachers, parents, professionals and alumni.
<b>School Green Policy:</b> A committee is formed to manage and implement the environmental activities. Student Green Ambassadors and Eco-garden Ambassadors learn through carrying out various environmental activities.
<b>School's Major Concerns:</b> 1. Improve students' learning efficiency. 2. Cultivate students' diverse learning abilities. 3. Promote value education and enable students to become global citizens.
Learning and Teaching Plan
<b>Learning &amp; Teaching Strategies:</b> Positive Education, Etiquette Courses, Life Planning Education, Learning Smarties and Skills Training Zone are designed for students. Seminars and workshops are also arranged according to the pupils' needs. We extend our students' horizons by providing experiences such as study tours in New Zealand. In order to develop pupils' generic, personal & social skills, a wide range of activities are designed annually.
<b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b> Make good use of classroom time, enrich students' learning experience, promote value education, develop personal potential, and promote "STEAM" education in a cross-disciplinary manner.
<b>Development of Generic Skills:</b> Cultivate students' generic skills by means of cross curriculum activities and extra-curricular activities such as STEAM, KOL, CoolThink, Eco Garden Curriculum, TV Campus, English Day, Putonghua Day, Learning Smarties and Skills Training Zone etc.
<b>Cultivation of Proper Values, Attitudes and Behaviours:</b> To inculcate positive values and attitudes in students through moral education activities and Chor Si GOAL.
Student Support
<b>Whole School Approach to Catering for Learner Diversity:</b> Our school has a student support team which adopts a whole-school approach to cater learners' individual differences. Programmes such as "School-based Gifted Education Programme", "Understanding the Adolescence Project", "Individual Education Plan", "Early Identification and Intervention Programme for Primary One Students with Learning Difficulties" and remedial classes are run.
<b>Whole School Approach to Integrated Education:</b> The Student Support Team includes Principal, Special Educational Needs Coordinator and Special Educational Needs Support Teacher, School-based Speech Therapist, School-based Educational Psychologist, Student Guidance Teacher and School Social Worker. We have adopted various means such as employing teachers and teaching assistants, buying different services to enhance students' learning abilities and social skills through the Learning Support Grant.
<b>Education Support for Non-Chinese Speaking (NCS) Students:</b> 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; organising activities to create an inclusive learning environment in the school; and our school uses Putonghua to teach Chinese in all classes / groups at certain levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc..
<b>Curriculum Tailoring and Adaptation:</b> Implementing small class teaching and installing electronic whiteboard or Smart TV can strengthen interactive teaching and learning in all class levels.
Home-School Co-operation and School Ethos
<b>Home-School Co-operation:</b> Teacher-Parent Association has been set up since 1994. Excellent relationship is maintained between the school and parents. Apart from regular liaison, there are workshops and gatherings between teachers and parents. Parents participate in school's activities so as to co-operate with the teachers.
<b>School Ethos:</b> Disciplinary and counselling are merged together to carry out an all-around education for pupils. Professionals are deployed to organize learning programs. Various enhancement courses and enrichment programmes are arranged to help students develop fully.
Future Development
<b>School Development Plan:</b> 1. Reschedule the timetable to facilitate students' learning. 2. Optimize e-Learning to foster self-regulated learning. 3. Develop Positive Education to help students build up a fruitful future.
<b>Teacher Professional Training &amp; Development:</b> Collaborative lesson preparation periods, lesson observations, post-observation discussions, teaching and research programmes and specific professional development activities are organised as school-based professional development strategy so as to improve teaching quality.
Others
A wide range of scholarships





仁德天主教小學  
Yan Tak Catholic Primary School

🏠 Estate Primary School No. 2, Phase II, Butterfly Estate, Tuen Mun, N.T.

📞 24636171

✉️ info@yantak.edu.hk

📠 24663660

🌐 http://www.yantak.edu.hk/

70

POA School Net No.

### School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Ip Wai Wing	Ms. Lo Suk Ching	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
The Catholic Diocese of Hong Kong	Benevolence, Wisdom, Kindness, Virtue	1983	Chinese	School Bus	About 3900 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
Tuen Mun Catholic Secondary School				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	\$300 (To create a diversified and comfortable learning environment for students.)	\$20 (Replacement of student card)

### School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	All the classrooms are equipped with smartboards, computers and visualizers. All rooms and covered playgrounds in the school are air-conditioned.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
STEAM Lab, Music Room, Library, Social Workers Room, Guidance & Counselling Room, EP consulting room, English Room, YT Creative Kids Hub, Distance Video Conference Room, Chapel, Moral Education Activity Room, Comprehensive Activity 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			47	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%	100%	31%	50%	12%	29%	59%

### 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		1. Implement small class teaching, small group and ability group teaching. 2. Provide 2 class teachers from P.1 to P.6 to cater for learning adaptation between different key stages. 3. Implement brain-based learning and diversified teaching strategies to cater for learning diversities. 4. Cultivate whole person development with Life Education, WISE programmes and MI activities in the afternoon.								
Remarks		1. Adopt ability grouping in KS2 English to enhance learning effectiveness of students with different English abilities. 2. Implement whole-school approach to cater for different learning diversities. 3. Strive to enhance students' holistic development, cultivate different abilities and reach their full potential.								

### 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							No
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. There are 2 exams in P.1 and P.6. 2. Diversified forms of formative assessment such as self-assessment, peer assessment and parent assessment are designed.						
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	No streaming. Students with different abilities are evenly allocated 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	8	35 mins	8:00 AM	3:00 PM	1:00 PM - 2:15 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. Participate in School Physical Fitness Award Scheme. 2. Participate in Eat Smart School Accreditation Scheme. 3. Participate in 4Rs Mental Health Charter. 4. There is a running zone at school and students can join different fitness activities during recess.		Life Education on Mondays. WISE programmes on Tuesdays and Thursdays. Multiple Intelligences activities on Wednesdays. Extra-curricular activities from Mondays to Fridays after school. Extra-curricular activities on Saturdays.		



Life-wide Learning

- 1. Multiple Intelligence Activities: Covering different subjects in the regular curriculum in Junior Primary levels. Launching different uniform groups or specific groups to enrich students' learning experience in Senior Primary levels.
- 2. Extra-Curricular Activities: Covering the categories on academic, sports, music, visual arts, performing arts, etc. to attain the aim of "whole person development".
- 3. Life-wide learning activities: Widen students' horizons by means of various outdoor activities.

School Mission

We adhere the church's mission in preaching the gospel, so that students can understand the principle of loving the Lord and others, and be able to practice, live out the spirit of Christ, and strive to serve others and contribute to society.

School Characteristics

School Management

School Management Organisation:

Our school has PTA and Alumni Association to develop and monitor the development of school affairs. There are also administrative teams to help develop and implement school affairs.

Incorporated Management Committee / School Management Committee / Management Committee:

Our Incorporated Management Committee is run by the supervisor, principal, senior principals, various professionals, parents, alumnus and teachers.

School Green Policy:

Our Moral and Civic Education Group organizes and participates in environmental protection activities inside and outside the school, such as Student Environmental Protection Ambassador (SEPA) Scheme.

School's Major Concerns:

- 1. Practise the five Catholic core values and establish positive values for students.
- 2. Optimize learning from reading and deepen students' independent learning.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. Lessons with brain-based learning approach, picture books and SDL strategies are designed to enhance learning motivation and independent learning ability.
- 2. School-based Life Education curriculum based on Catholic core values is implemented to foster positive characters and whole person development.
- 3. Promote Primary Humanities and Primary Science and enrich content and elements to cultivate students' positive values and attitudes, general abilities and knowledge through "child-centered" experiential learning.
- 4. Language-rich learning environment and a comprehensive school-based language curriculum with interesting and meaningful activities is provided to strengthen language proficiency.
- 5. STEAM education is promoted by making good use of IT, unleashing creativity and developing the spirit of innovation, so that independent learning, problem solving, collaboration and computational thinking skills can be enhanced.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. Implement National Security Education Curriculum in various subjects under the framework of Hong Kong's National Security Education Curriculum.
- 2. Provide diversified learning experiences and promote students' balanced physical and mental development through curriculum adaptation, ability grouping, interdisciplinary collaboration, flexible use of timetable, etc.
- 3. Nurture students with a sense of care about society through design thinking and information literacy in WISE programmes.
- 4. Help students master research methods, higher-order thinking and independent learning ability in cross-curricular learning.
- 5. School-based curriculum is adopted in junior GS and examinations are replaced by multiple assessments.
- 6. Cancel examination in the first learning phase in P.1 and assess their learning progress by formative assessments to cater for better transition to primary schooling.
- 7. Cancel examination in the third learning phase in P.6 to make room for better transition to secondary schooling.

Development of Generic Skills:

Cultivate students' creativity, critical thinking skills and self-learning ability collaboration and communication skills, creativity, critical thinking skills, self-learning ability and problem-solving skills through diversified and inquiry-based learning, cooperative learning, project learning and other activities.

Cultivation of Proper Values, Attitudes and Behaviours:

- 1. Our school upholds the five Catholic core values and believes that every child is unique, honourable and valuable. Through our school-based Life Education curriculum, students explore and reflect about themselves, the surroundings and the world using different senses. As a result, they are nurtured to be Yan Tak good children who are grateful for life, love God and the surroundings, appreciate and cherish life.
- 2. We organize a variety of activities to enhance students' interest in learning about topics relating to our country and their sense of national identity.

Student Support

Whole School Approach to Catering for Learner Diversity:

The Student Support Team develops strategies and motivates all teachers to adopt the 3-Tier Intervention Model to cater for students' diversified learning and emotional needs. Besides daily support by the registered social workers, the school-based educational psychologist and speech therapist work closely and regularly at school to provide professional support for students and teachers. In addition to the promotion of Gifted Education that develop students' potential, we provide various activities to support students' learning needs such as different after-school support programmes, NAC programme and NCS programme, etc.

Whole School Approach to Integrated Education:

The Student Support Team is led by Special Educational Needs Coordinator, identifies and supports students with learning difficulties in an early stage, provides them with adjustments in teaching, assignments and assessment, and caters for students' learning diversity through group teaching, individual and group counseling, etc. The school-based educational psychologist and school-based speech therapist visit the school regularly to provide professional support services so efficient home-school co-operation can be achieved with regular Individual Education Plan meetings with parents. Learning Support Grant and additional resources are used to provide diversified after-school support groups and appropriate support is given according to individual student's social and emotional 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. We provide additional Chinese learning support according to the NCS students' needs, such as pull-out/small-group classes, learning and teaching resources, etc.

Curriculum Tailoring and Adaptation:

We strengthen the catering for students' learning diversities with curriculum adaptation, tiered assignments, homework and assessment adaptation. We enhance students' learning effectiveness by arranging school-based tutoring and gifted courses.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The Parent-Teacher Association organizes parent education workshops, interest classes and other activities, such as parent-child trips, school uniform donations, pressure-free planting workshops, etc. We also invite parents to be volunteers and help in different events such as School's Sports Day, Reading Day, Mid-Autumn Festival activity, Chinese Culture Day, Teacher Appreciation Day, cleaning and lunch monitoring, selling flower for charity, etc.

School Ethos:

- 1. We implement Life Education to strengthen students' responsibility, positive attitude towards life and positive self-image through themed events, lectures and experiential learning.
- 2. We establish inclusive school and caring culture with caring activities such as different duties programme, Buddy programme, "You Deserve an Appreciation", etc.
- 3. We have Yan Tak Good Child Award Scheme. Students are praised regularly and there are increased opportunities for students to appreciate each other's achievements. Students can build up their positive image, develop a sense of responsibility and team spirit.

Future Development

School Development Plan:

- 1. Promote Catholic core values in various subjects continuously and optimize school-based Life Education curriculum.
- 2. Promote self-directed learning and enhance students' learning effectiveness.
- 3. Cultivate students' reading interest and habits so that they can learn to read effectively by providing diversified reading experiences.
- 4. Promote National Education.

Teacher Professional Training & Development:

- 1. Staff Development Days and teacher training are planned according to the annual school development plan to strengthen teachers' professional capabilities. Professional support services are actively applied and participated to enhance teachers' learning and teaching capabilities and academic exchanges inside and outside school.
- 2. each subject provides training and peer observation according to the development focus to enhance teachers' subject-based knowledge and skills.
- 3. Teachers set personal learning and career ladders.

Others

- 1. Overseas study tours with different themes are held every year and countries including New Zealand, Japan, Singapore, Taiwan, South Korea are visited, so that students can broaden their horizons and enrich their learning experience.
- 2. Exchange or study tour to the mainland is organized to help students understand the latest development of the country and improve their national identity.
- 3. There are different reward schemes to encourage students who have excellent performance or continuous progress in all aspects.





博愛醫院歷屆總理聯誼會鄭任安夫人千禧小學  
A.D.&F.D. of Pok Oi Hospital Mrs. Cheng Yam On Millennium Sch.

111 So Kwun Wat Road, Tuen Mun, N.T.

24510088

24510022

info@mcyoms.edu.hk

http://www.mcyoms.edu.hk

71

POA School Net No.

### School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Pang Kai Ming	Acting Principal TAM WING KWAN	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
The Association of The Directors And Former Directors of Pok Oi Hospital Limited	Respect and Unity; Merit and Charity	1985	Chinese & English	School Bus	About 6880 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	\$380	-

### School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	4	1	1	Central sunlight designed, Covered multi-purpose area, Open Sport Area (Basketball, football, tennis), History Dev. Gallery, Chinese Cultural Gallery.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Activity Room, Conference Room, P.E. Room, Dance Room, Library, Language Room, General Studies Room, STEAM ZONE (STEM Room, Visual Art Room, Music Room), Multi-Intelligence 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			56	Total number of teachers in the school		58
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%	45%	46%	15%	17%	68%

### 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		By adopting a school-based activity approach and student-centered approach, the school motivates students to take an initiative to learn.								
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	Different modes of assessment have been adopted to demonstrate pupils' learning performance like project-learning, observations, Online reading reports 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	Class allocation according to student names' alphabetical order. Same class structure after upgrading is designed in order to enhance affiliation.				

### 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	12:10 PM - 1:05 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	To have happy and healthy students with their power of resilience, the school fosters the ideas of a healthy lifestyle, healthy habits and positive values by organizing different activities. Through home-school co-operation, the "Joyful Fruit Day / Month" aims to promote the daily habit of eating fruit among students. The "4Rs Mental Health Charter" is launched for their mental health needs.		Tutorial lessons and Extra-curricular activities (2:25 - 3:25); Joint-class activities (Wednesday 1:05 - 3:25); Integrated lessons (Weekly assembly / Activity lessons); (Friday 2:25 - 3:25). Weekly Flag Raising Ceremony (Morning assembly on Fridays)		



Life-wide Learning

Boy Scouts, Brownies, Community Youth Club, Campus TV, Chinese Dance, Latin Dance, Rope Skipping, Football, Basketball, Tennis, Table tennis, Golf, Athletics, Swimming, Poem / Prose Recitation, Story Telling, Mathematical Olympiad, English Drama, English writing, Drawing, Chinese Calligraphy, Chinese Creative writing, Choir, Orchestral Music, Percussion, STEM (Computer Programming, 4D Frame Science innovation workshop, GreenMech, Drone, Simulated flight), Flag-raising team, Picnic and Sports Day.

School Mission

Under the School motto--Respect and Unity, Merit and Charity, the school emphasizes the balanced development in the moral, intellectual, physical, social and aesthetic domains of the students. The school aims at guiding students to have self-improvement, self-confidence, self-respect as well as autonomy. They are expected to serve others and contribute to the society in the future.

School Characteristics

School Management

School Management Organisation:

'School-based management' is adopted by the main management members through participating in discussions and establishing the most appropriate target and policies for the students. School emphasizes staff professional development. Appropriate and adequate professional training is provided for staff. A close contact with parents is maintained in order to facilitate a perfect learning environment for students.

Incorporated Management Committee / School Management Committee / Management Committee:

Incorporated Management Committee (IMC) was established on 1st September 2006. Members include Sponsoring Body Managers, Principal Manager, Teacher Managers, Parent Managers, Alumni Manager and Independent Manager.

School Green Policy:

We are a member of Certified Green Institutions (2024-2026). Our Environmental Education Team aims at building up a Green school which promotes a sustainable atmosphere of environmental protection.

Specific programmes / facilities / activities are as follows:

1. School-based Marine Conservation Programme--Jellyfish course and Jellyfish Parent-child course
2. Jellyfish Ambassadors and Environmental Ambassadors
3. Herb Garden
4. Solar panels on roof top
5. Energy saving and waste reduction activities
6. Electricity generated bikes

School's Major Concerns:

1. The school develops STEAM education in order to promote students' creativity and problem solving skill.
2. The school develops Chinese cultural education consistently, nurtures in students' positive value and attitudes.

Learning and Teaching Plan

Learning & Teaching Strategies:

To tie in the mission of helping pupils develop their talents in a pleasant environment, the ideology of 'Metacognition in Self-Directed Learning Scheme' has been incorporated into the teaching of different subjects. Students learn different learning strategies and have developed the spirit of self-learning in the curriculum. Tutorial lessons have been set up, specially for students finishing their homework at school. Students have been encouraged to actively participate in different extra-curricular activities so as to achieve their full potential. Besides the school-based curriculum, students can apply their knowledge to the life-wide learning activities, the cross-subject target-oriented tasks, joint-class activities, outdoor studies and on-line self-learning tasks.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Under the STEAM curriculum (cross-disciplinary subjects), students develop their problem solving skills through practical activities. Month of Chinese culture, Chinese cultural gallery, calligraphy experience zone and the Beijing virtual tour teach students more about Chinese culture. In order to enhance the sense of national belonging and identity, the scheme of Chinese ambassadors have been launched. Growth lessons, moral education lessons, weekly assemblies and morning assemblies provide values education (including positive education, national education and national security education). Lunch break activities, homework periods, co-curricular activities and extra-curricular activities are arranged in the afternoon so that students take part in different kinds of learning activities and develop further interests. By implementing "BYOD" in upper primary levels, students' learning has become more personalized and mobile and students' ability in self-directed learning has been enhanced.

Development of Generic Skills:

Generic skills have been well developed through cross-curricular activities, subject activities, life-wide learning activities, extra-curricular activities as well as different service experiences such as acting as School Prefects, Environmental Ambassadors, Innovation and Technology Ambassadors, Health Ambassadors, Chinese Culture Ambassadors, English Ambassadors as well as Reading Ambassadors.

Cultivation of Proper Values, Attitudes and Behaviours:

Positive values and attitude of students are promoted in class / team discussion, sharing and reflection through morning assemblies, afternoon assemblies, weekly assemblies, personal growth lessons, joint-class activities as well as associated lessons. Besides, students can develop their positive and critical thinking, co-operative skills, caring manner and responsibilities through our diverse extra-curricular activities and learning experiences. Perseverance and attitude facing challenges are well developed through "Mental Health at School Programme", "4Rs Mental Health Charter", "Understanding Adolescence Project" as well as "Emotional Management Team".

Student Support

Whole School Approach to Catering for Learner Diversity:

In order to cater for individual differences and special educational needs of students effectively, school has set up a student support team and has drawn up a systematic policy including Chinese language, English language and Mathematics remedial classes, School-based Speech Therapy Service, School-based Educational Psychology Service, groups training (social skill, reading and writing skill, emotion and stress management, homework guidance, primary one adaptation, supporting students with SEN parents' course) and so on. Aiming at developing a harmonious and inclusive environment, our school keeps providing the most appropriate support for every student in need. The Counselling Unit implements a comprehensive student counselling programme with preventive and developmental counselling, combined with therapeutic case counselling to assist students in their holistic development.

Whole School Approach to Integrated Education:

We adopt the Whole School Approach to Integrated Education in order to cater for individual differences. Our Student Support Team includes SENCO, SGT, SBEP, SBST and TAs. With the Learning Support Grant and Enhanced Speech Therapy Grant, we provide teaching and learning support and skills training.

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:

We have drawn up a fair adaptation plan on homework, dictation and exam for students with special educational needs so as to encourage their engagement in study and build self-confidence, promote their interest in learning and develop their talents by encouraging participation in meaningful learning activities.

Home-School Co-operation and School Ethos

Home-School Co-operation:

School values home-school co-operation. School emphasizes parent education, parent workshops have been held regularly to help parents to raise their children. PTA-school joint activities like picnics, sports day and green workshops have been organized. Parents are encouraged to participate in voluntary work.

School Ethos:

The school is marked by the culture of simplicity. The relationship between teachers and students is good. They both get on well. Students get along in harmony with each other. They have a sense of belonging to the school.

Future Development

School Development Plan:

1. Promote STEAM education to strengthen integration and application of knowledge across different STEAM-related curricula and to enhance the problem solving and logical thinking skills.
2. Understand and appreciate Chinese culture so as to cultivate traditional virtues.
3. Strengthen the education of self discipline, establish a positive attitude/correct value, aim to be a good citizen.
4. Implement BYOD scheme in P.4-6 to make learning more personalized and mobile.

Teacher Professional Training & Development:

Teachers' Professional Development Day is conducted not fewer than three times a year. Teachers have been encouraged to take relevant accredited courses to keep up with the trend towards specialized teaching. To strengthen the effectiveness of learning and teaching, to develop the culture of having collaborative lesson preparation and peer lesson observation.

Others

Whole school Life-wide Learning activities are carried out to develop the multiple intelligence of students. The "Mr Cheng Yam On Memorial Scholarship" and the "Ms Chan Yuk Lin Memorial Scholarship" are designated for students with excellent academic results while the "IMC Scholarship" is for students with excellent results in extra-curricular activities. The "Love for Country and Hong Kong Scholarship" is for students with excellent performance in promoting Chinese culture at school. Besides, the "Academic Excellence Scholarship" is set up to encourage alumni to pursue academic excellence.





博愛醫院歷屆總理聯誼會鄭任安夫人學校  
A.D. & F.D. of Pok Oi Hospital Mrs Cheng Yam On School

No. 3 Tuen Lee Street, Tuen Mun, N.T.

24512333

26183120

info@mcyos.edu.hk

http://www.mcyos.edu.hk

71

POA School Net No.

### School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. KAN HO CHOW, M.H.	Mr. HO MAN HIN	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 Association of The Directors And Former Directors of Pok Oi Hospital Limited	Please refer to the Chinese version.	1985	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		Pledged School	

### 2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$30	\$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	Interactive whiteboard, Projectors for all classrooms & special rooms, Eco-park, Multi function outdoor theatre, organic farm, butterflies garden etc.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Visual Art Room, Music Room, Guidance Room, Remedial Learning Room, English Room, Science Lab, Campus TV, STEM Lab, Conference 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			46	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%	98%	22%	28%	52%	10%	38%

### 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		Life-wide learning mode which includes visits, project learning and collaboration and e-Learning etc. are adopted. Learning Support Grant is used to support learning. Chinese, English and Maths small group remedial classes are provided in-class and after school. Also, homework remedial classes are held after school.								
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	There are 3 examinations for the whole academic year. To understand our students' learning and progress, assessment methods including lesson observation, routine assignment performance, and project learning are used. Listening, speaking, reading and writing skills are of paramount importance in language subjects and "assessment for learning" is the target we aim to achieve.						
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 transitioning from Grade 2 to Grade 3 and from Grade 4 to Grade 5 will be grouped according to their abilities. This approach aims to provide more appropriate teaching and guidance, addressing individual and group growth as well as learning 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	10	30 mins	8:00 AM	3:05 PM	12:35 PM - 1:35 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	A committee is responsible for setting up the healthy eating policy and monitoring quality service from the lunch provider. Promoting the healthy eating habit and monitoring the related projects. We have "School physical fitness award scheme", "Sport ACT scheme" for students.		Other than normal lessons there are morning assembly, morning reflection, morning reading, extra-curricular activities & weekly assembly. There are also other specific classes such as homework tutorial class, library class, civic education, life value classes & multi-intelligent classes on Friday & Wednesdays for ECA. iPads are used & flipped classroom is for extended learning. Arrange games & activities at Eco Park.		



Life-wide Learning

English Club, Cambridge English Classes, Maths Olympiad, Robotic Class, Dancing, Swimming, Basketball, Badminton, Football, Judo, Chinese Kung-Fu, Choir, Verse speaking, Calligraphy, Chinese painting, Cub Scouts, Brownies, JPC, CYC, Gardener, Cultural Exchange Tour, Chinese Orchestra, STEM Group, TOEFL Junior Class

School Mission

With emphasis on the balanced development in the moral, intellectual, physical, social and aesthetic domains of the students, the school aims at guiding its students to keep improving themselves, be confident and be able to behave and support themselves. It is expected that they can serve others and contribute to the society in the future.

School Characteristics

School Management

School Management Organisation:

"School-based management" is adopted by the main management members through participating in discussions and establishing the most appropriate targets and policies for the students. The school encourages teachers and staff professional development by providing suitable training courses. Parent-school co-operation is tight in order to create an excellent learning environment for children.

Incorporated Management Committee / School Management Committee / Management Committee:

Incorporated Management Committee (IMC) was established on 1st September 2007. Members include Sponsoring Body Managers, principal, teacher managers, parent managers as well as independent manager.

School Green Policy:

Aiming at promoting the atmosphere of environmental protection, the school organizes different activities to enhance the students' awareness of environmental protection. We have 36 pieces of solar panels, Eco Park and Butterfly Garden for educational purposes. We also cooperate with CLP to promote e-smart campus and learning activities.

School's Major Concerns:

- 1. Further diversify teaching and learning strategies to enhance students' learning performance.
- 2. Continue enhancing school-based positive education to cultivate students' whole-person development.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. Biliteracy and trilingualism are strengthened through integrating reading and writing in Chinese and English courses, SPACE TOWN, and Reading across the Curriculum (RaC).
- 2. Higher-order thinking skills are developed through mathematization teaching courses, math games, and school-based problem-solving programs.
- 3. E-learning is deeply embedded in daily teaching, supported by a school-based coding curriculum.
- 4. STEAM education fosters creativity and problem-solving through scientific inquiry, hands-on experimentation, computational thinking, and design cycles.
- 5. Experiential learning, including overseas exchanges and life-wide activities, broadens students' perspectives.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. Integrate patriotism, national security, and life education into subjects and activities.
- 2. Increase student learning hours through diverse online resources and flipped classroom tasks.
- 3. Actively incorporate self-learning elements across subjects and cultivate students' note-taking skills.
- 4. Implement cross-curricular reading at all grade levels to help students apply and extend their learning.
- 5. Utilize the school's natural environment for interdisciplinary STEAM projects and develop students' media and information literacy.
- 6. Organize various sports activities during recess and lunch breaks to promote healthy lifestyles.

Development of Generic Skills:

We aim to cultivate the students' nine generic skills, especially focus on communication skills, collaboration skills, creativity, problem-solving and critical thinking skills through cross curricular activities and project learning.

Cultivation of Proper Values, Attitudes and Behaviours:

Starting from 2021, we start promoting positive education. To build up students' spirit of MCYOS through civic education lessons, morning assemblies etc.

Student Support

Whole School Approach to Catering for Learner Diversity:

Whole School Approach is adopted to cater for learner diversity. Bridging Programme is provided for P.1 students in order to help them better cope with the primary school life. And social skill workshops are provided for some P.6 students to help them have a smooth transition from Primary Six to Secondary One. Elite programmes are provided for gifted students.

Whole School Approach to Integrated Education:

Student Support Team (SST) is set up for implementing the 3-tier Intervention Model. Members of SST, including Special Educational Needs Coordinator, Special Educational Needs Support Teacher and teachers have cross-profession collaboration with professionals, such as School-based Educational Psychologist and School-based Speech Therapist, etc. We provide support Person-centered Approach for students under the 3-tier Intervention Model, including Differentiated Teaching, curriculum and homework adaptation, special assessment arrangements, small group teaching, after-school remedial support scheme, etc.

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. Organizing Buddy Programme 'P.1 Agents' in which senior students are trained to help our NCS student in recognizing and reading Chinese high-frequency words.

Curriculum Tailoring and Adaptation:

School-based curriculum of Chinese, English and Maths are tailor- made to cater for students' needs and to support the gifted children. Small group teaching is adopted to cater for the less able students.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Parents' Day is held regularly - Parents as a valuable asset for school development. At Yam On Parents School, we have talks, seminars and sharing for the parents regularly. Within this school year, more than 100 parents help looking after students at recess, decorating boards, preparing teaching aids etc. Parent-Teacher Association arranges different functions like parents' workshops, tea party and charity walk etc. Our parents involve actively in school activities and are enthusiastic volunteers. Two parent representatives are elected by parents to join the Incorporated Management Committee of the School as parent manager and alternate parent manager.

School Ethos:

Our School emphasizes the cultivation of a harmonious teacher-students relationship and the enhancement of students' sense of belonging to the school.

Future Development

School Development Plan:

- 1. Continuously collaborate with the Education Bureau and various universities to strengthen teacher professional development, enhance teaching effectiveness, and cultivate students' spirit of independent learning.
- 2. Create an atmosphere of scientific inquiry, strengthen teacher professional development, and assist students in building foundational knowledge and skills about the natural environment.
- 3. Enhance students' confidence and sense of achievement through diverse learning experiences.
- 4. Consolidate a positive campus culture, reinforcing positive educational elements in both regular and non-regular curricula.
- 5. Actively develop school-based curricula to foster holistic student development; create gifted programs to enhance students' creative thinking and self-learning skills.
- 6. Develop patriotism education by organically integrating classroom and extracurricular learning and activities into daily teaching, cultivating students' patriotism.

Teacher Professional Training & Development:

- 1. Optimize the self-evaluation culture and deepen the "Plan-Execute-Evaluate-Revise" model.
- 2. Enhance lesson preparation and classroom observation, training teachers to address learning differences, promote e-learning, and develop students' self-learning abilities.
- 3. Arrange participation in courses or research programs at various universities to enhance teacher professional development. Encourage professional advancement and promote research sharing.
- 4. Provide professional development and seminars to deepen teachers' understanding of patriotism education.

Others

- 1. Scholarships for students who perform well in different aspects.
- 2. Day camps with themes for Key stage 1 students and overnight camps for Key stage 2 students in order to provide opportunities for them to learn social and life skills.
- 3. Affiliated schools with one school in Singapore and 3 schools in China. Different study tours will be arranged each year.
- 4. MCYOS Caring Day is held twice a year. Through volunteering, students gain an understanding of the diverse needs of individuals in our community, Promoting the values of responsibility, accountability, and respect for care and compassion.





青山天主教小學  
Castle Peak Catholic Primary School

2 Tuen Mun Heung Sze Wui Road, Tuen Mun, N.T.

24574634

24586055

cpcps@cpcps.edu.hk

http://cpcps.edu.hk

71

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Lam Yuet Har Winnie	Ms. Wong Yuk Han	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					79%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Catholic Diocese of Hong Kong	Glory to God, Love the Others as Oneself	1972	Chinese	Nanny van	About 2200 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
Tuen Mun Catholic Secondary School				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
-	-	\$40	School Facilities (\$310)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
26	2	-	1	Close to the church. Every classroom has one hospital-grade movable air purifier. Interactive Touch Panel.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Prayer Room, 2 Counselling Rooms, Library, STEAM Room, Electronic boards and Air conditioned Covered Playground.				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			43	Total number of teachers in the school		43
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%	60%	27%	25%	48%

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	4	3	4	4	4	23
Mode of teaching at different levels		Provide after-school remedial classes for students according to their learning needs. The Dynamic Teaching Model is adopted in the classrooms of primary one to three students. Implement the "Double Class Teacher" policy in primary one classrooms to reinforce the self-care ability, discipline and moral conduct of primary one students.								
Remarks		Implement Small Classes for all classes.								

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	Diversified modes of assessment in which both Formative and Summative Assessments are used to elicit evidence of student learning so that teachers can give prompt and accurate feedback to enhance learning and teaching. Apart from traditional written assessments, our school also implements e-assessments, performance assessments, and project-based learning as "Assessment for 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	Class placement of students from P.4 to P.6 are dependent upon 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	10	30 mins	8:00 AM	2:50 PM	12:15 PM - 1:05 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. A healthy lunch is necessary for our students to maintain their energy and concentration levels throughout the afternoon classes. 2. A healthy packed lunch should contain fresh vegetables. 3. A healthy tuck shop promotes healthy eating and drinking habits.		Offer opportunities for students, such as "Know-the-King", Putonghua and English morning assembly hosted by student representatives. Implement 'CPCPS Specialized Curriculum' in regular timetable, such as Japanese, Korean, Chinese dance and Fitness training lessons to develop their multiple intelligences. Our school also offers STEAM programming and drone-pilot training classes, and participates in STEAM competitions.		



Life-wide Learning

Our school offers a variety of extracurricular activities, such as English drama, Rural School English Project, Intermediate Drone course, robotics courses, soccer, Putonghua drama, violin, fencing, basketball, integrated visual arts courses, STEAM elites, and children's Cantonese opera, among others. Additionally, we have comprehensive learning weeks held twice a year to help students connect knowledge across different learning areas and enhance their interest in learning.

School Mission

Practise Christian Virtues, Prepare Next Generation for the Future & Create a Perfect Harmonious World.

School Characteristics

School Management

School Management Organisation:

The Incorporated Management Committee > Supervisor > Principal > Deputy Principal.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee is comprised of supervisor, senior principals from secondary and primary schools, the principal, clergy, lay members, teachers, parents and alumni.

School Green Policy:

Through utilizing the resources from Life-wide Learning and participating in events held by government organizations, the Spiritual and Moral Education Team encourages the promotion of environmental protection and cultivation of students' leadership skills. The primary objective of the 'Environmental Ambassadors' is to assist in the promotion of sustainable living: raising the awareness of caring for the campus environment and fostering the responsibilities as global citizens to share an environmentally-friendly attitude towards our nature.

School's Major Concerns:

- 1. Deepen the qualities of students, cultivate correct values, and help them become well-behaved and courteous citizens. (Care, proactivity, confidence, patience, loyalty)
- 2. Enhance students' critical thinking skills to promote lifelong learning and holistic development.

Learning and Teaching Plan

Learning & Teaching Strategies:

Adopt student-oriented lesson designs, such as asking different levels of questions and organising varied classroom activities, to cater for learner diversity, arouse students' learning interest, and develop students' higher-order thinking skills. Implement e-learning and STEAM Education to promote students' self-directed learning and scientific inquiry skills. Utilise the assessment data to adjust our teaching strategies, and provide prompt feedbacks for students.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. We offer a diversified curriculum with distinctive features, provide students with rich and varied learning experiences. Our goal is to enable students to develop their personal interests and establish healthy lifestyles. Through diverse teaching strategies and learning activities, we cater to students' diverse learning styles, so that every student can experience the joy of school life and find meaning of learning.
- 2. Based on the core values of Catholicism and the qualities of students, integrate twelve key values and attitudes to strengthen values education and promote the balanced development of students' physical, mental, and spiritual well-being.

Development of Generic Skills:

Develop various life-wide learning activities with a focus on Collaboration skills, communication skills, creativity, critical thinking skills, ability to use information technology, computational skills, problem-solving abilities, self-management skills, and research abilities.

Cultivation of Proper Values, Attitudes and Behaviours:

Through organizing school-based activities, such as "The School Mum and Dad Programme", "The Spiritual and Moral Education Programme", "The Morality Building Lesson", "The Bonding Lesson For Teachers and Students", "The Positive Kids' Reward Scheme", "The Morality Support Lesson", "The Experiential Learning Activity", "The Mindfulness Lesson" and "The Career Planning Activity", the school thrives to promote and build up students' positive values and attitudes.

Student Support

Whole School Approach to Catering for Learner Diversity:

Adopt a proactive whole-school approach to offer enrichment programmes and advanced curriculum for gifted individuals to enlighten their potential. Implement an adaptation course for primary one students in order to help them to adapt to the new school life quickly. We also promote the 'Big Brother, Big Sister Learning Program' to assist students with learning needs in literacy. Two registered Social Workers, one School-based Education Psychologist and one School-Based Speech Therapist assist students with learning needs.

Whole School Approach to Integrated Education:

Set up "Student Support Team" to support students with special educational needs. Use Learning Support Grant to organize diversified after-school learning classes to assist students with learning needs. And provide Enhanced School-based Speech Therapy Service to help students in need.

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. Arrange NCS students to take part in a Chinese culture talent show to enhance their ability of learning Chinese.

Curriculum Tailoring and Adaptation:

The school provides homework accommodations, dictation adjustments, and examination adaptations for students with special learning needs. Additionally, after school, we organize small group learning sessions to address individual differences.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The Parents and Teachers' Association provides a team of parent volunteers to facilitate arrangements for school activities and special school events, etc. PTA representatives in the School Management Committee engage in school policymaking and enable the school policies to be more transparent. In addition, we offer open classrooms at different periods of the year and invite parents for lesson observations.

School Ethos:

Implement religious activities, different rewarding schemes, personal career planning and thematic learning activities. Provide love, respect and a religious atmosphere to practise various moral education and counselling activities. Ensure good student and citizen education.

Future Development

School Development Plan:

Participate Catholic School Religious Education Support Peer Mentoring Programme and grant support through workshops and peer lesson preparation to enhance the learning and teaching of Religion Studies. Incorporate the Five Core Values of Catholic education into different fields of school. Join the 'Cool Think Programme' to develop students' computational skills, creativity and problem-solving skills.

Teacher Professional Training & Development:

Participate in the School-based Support Service by Education Bureau, in order to enhance student learning by interweaving continuous teacher professional development. Participate in "Programme in Planning Life Education in Primary Schools", through workshops, visits to pioneer local schools, study tours, sharing sessions and school support, to establish a professional learning community in school.

Others

The school implements an electronic administrative system to improve the effectiveness of different parties. A one-month "Lesson Observation" is held annually to allow parents of local kindergartens and parents from our school to attend lesson observations. The school has a collaboration programme with Harrow International School Hong Kong, in which eligible students can enjoy special activity sessions and elite courses organized by Harrow to improve their English level. To align our learning timetable with the current curriculum development, a newly tailored "CPCPS Specialized Curriculum" and comprehensive thematic learning weeks into the full-day timetable are tailored to our students to promote whole-person development of students. To widen students' horizons, overseas learning trips are regularly organized.





中華基督教會拔臣小學  
C.C.C. But San Primary School

28 Castle Peak Road, San Hui, Tuen Mun, N.T.

24596221

24400266

cccbs@butsan.edu.hk

http://www.butsan.edu.hk

71

POA School Net No.

### School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Rev. Ko Kwok Hung	Ms. Chung Wai Kuen	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					22%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Hong Kong Council of the Church of Christ in China	Enlightenment through education	1920	Chinese	Nanny van	About 3900 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	-	School Alumni Association Permanent membership fee \$100

### School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
12	2	1	1	2 staff rooms, a resources room, a counseling room, a reception and a general office and Principal's office.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
5 rooms: a computer room (STREAM room), a music room, an art room and 2 multi-purposed rooms.				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			26	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
97%	100%	35%	61%	16%	29%	55%

### Class Structure

	P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	2	2	2	2	2	12
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	2	2	2	2	2	12
Mode of teaching at different levels	1. Adopt whole-school approach for the diverse learning needs of students. 2. P.1 – P.6 classes: Putonghua as a medium of instruction in Chinese language teaching.						
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	1. Written assessment      2. Online assessment      3. Oral assessment						
	4. Project learning      5. Parent-child reading      6. In-class performance						
	7. Self-learning assessment      8. Coding 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							Yes
Streaming arrangement	Average in 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	8:15 AM	3:15 PM	12:40 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. Participate in green campaign (such as One Person One Flower Scheme). 2. Setup "Sports Corner" at recess. 3. Performances at recess. 4. Morning runs. 5. Joyful Fruit Month				



Life-wide Learning

Academic: Debate Team, English Fun Class, English Creative Writing, English Drama, Putonghua Drama, Choral Speaking Team, Mathematics Olympiad Class, Abacus Arithmetic, Go (Weiqi), Robot Assembly Course etc.

Art and Music: Art and Craft, Creative Painting, Super Light Weight Modeling Clay, Pencil Sketch, Chinese Calligraphy and Painting, Choir, Violin, Chinese Dancing, Recorder, African Drum, Ceramics.

Uniformed Groups: Community Youth Club, Brownies, Boy Scouts, The Boys' Brigade.

Sports: Swimming, Running, Table Tennis, Soccer, Mini Tennis, Basketball, Volleyball, Rope Skipping Class, Fencing etc.

School Mission

"To Minister and Service through Schools", coupled with the teachings of Jesus Christ, to provide youths with a "Holistic Education" through school curriculum and activities with great emphasis on the values of Morality, Intelligence, Physique, Sociability, Aesthetics and Spirit. With a happy and harmonious learning environment, to inculcate students with core life values for the preparation of being a responsible and self-disciplined citizen to serve our society in the future.

School Characteristics

<b>School Management</b>
<b>School Management Organisation:</b> 1. School Organization - The School IMC and the School Sustainable Development sub-group. 2. Regular executive teacher meeting. 3. Regular staff meeting.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> There are 12 managers in the committee including 1 school supervisor, 6 sponsoring body managers, 1 principal, 1 teacher manager, 1 parent manager, 1 alumni manager and 1 independent manager.
<b>School Green Policy:</b> 1. Greening school. 2. Saving energy, recycling waste.
<b>School's Major Concerns:</b> 1. By the virtue of knowledge management, construct diverse teaching strategies, enrich students' pre-learning knowledge and cultivate students' capabilities of independent learning. 2. By promotion of Life Education, cultivate students' values education and positive attitudes of life.
<b>Learning and Teaching Plan</b>
<b>Learning &amp; Teaching Strategies:</b> 1. Cross-subject / KLAs Learning. 2. Theme Learning and Collaborative Learning. 3. Construction of students' pre-learning. 4. Enhancing teachers' assessment literacy as feedback for teaching and learning.
<b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b> strengthening values education; enriching life-wide learning experiences and promoting whole-person development; reinforcing, STEAM education, and nurturing students' media and information literacy; strengthening cross-curricular learning and reading across the curriculum for developing lifelong learning capabilities; and enhancing assessment literacy for promoting learning and teaching effectiveness.
<b>Development of Generic Skills:</b> Through nine types of generic skills and independent learning skill to enable students to face the future needs of the community.
<b>Cultivation of Proper Values, Attitudes and Behaviours:</b> Promote values education and cultivate students' positive thinking and attitudes.
<b>Student Support</b>
<b>Whole School Approach to Catering for Learner Diversity:</b> 1. Hold support and guidance classes, emotional / social training groups and assessments. 2. Give extra assistance to students of special attention, especially in assignment and assessment. 3. Support for transition from Primary Six to Secondary One and from kindergarten to Primary One.
<b>Whole School Approach to Integrated Education:</b> 1. Have Special Educational Needs Co-ordinator. 2. Additional resources like Learning Support Grant and School-based Speech Therapist. 3. Core members of student support team including SENCO, discipline master, student guides personnel and SBEP. 4. Have teaching adaptation and assessment accommodation, remedial learning groups, training on social skills, school-based speech therapy service, individual education plan.
<b>Education Support for Non-Chinese Speaking (NCS) Students:</b> 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; 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..
<b>Curriculum Tailoring and Adaptation:</b> Organize specific classes and activities to further release the potential of the gifted students (e.g. Mathematical Olympiad class, Maths in life course); as well as classes to motivate those less able students in learning (e.g. home-work tuition class, remedial class, and emotion support team).
<b>Home-School Co-operation and School Ethos</b>
<b>Home-School Co-operation:</b> 1. To organise regular functions with the assistance of P.T.A. e.g. parents' workshops and seminars, picnics and visits and parents helping scheme, to enhance the home-school co-operation and mutual communications. 2. The volunteers (parents) give their great efforts in the school, e.g. lunch time, outing, teaching Chinese with Putonghua, reading dad/mum, assist in theme week activities and English lessons etc.
<b>School Ethos:</b> 1. With simplified school ethos, the school is intent to preach the love of Christ, to promote cultural interest and to maintain a harmonious teacher-student / home-school co-operation relationship. 2. For students to have an all-round balanced development, students are encouraged to take part actively in community services. 3. School management is keen to facilitate teachers to enhance their professional knowledge and development, whereby providing effectively a qualitative education to our students.
<b>Future Development</b>
<b>School Development Plan:</b> 1. To develop students' reading strategies. 2. To enrich students' experience and cultivate students' ability of multi-direction thinking by combining of reading, STEM theory and civil science into project learning. 3. To enhance the teachers' assessment literacy for teaching and learning.
<b>Teacher Professional Training &amp; Development:</b> 1. Promoting cross-curriculum lesson observation and learning. 2. Sharing the school-based lesson studies.
<b>Others</b>
Scholarships.





# 伊斯蘭學校 Islamic Primary School

2 Oi Tak Lane, Yau Oi Estate, Tuen Mun, N.T.

24502270

26186424

mail@islamps.edu.hk

http://www.islamps.edu.hk

71

POA School Net No.

## School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Chui Yun Cheung	Ms. Ko Tak Yin	Established	Aided Whole Day	Co-ed	Islam
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
Chinese Muslim Cultural and Fraternal Association	Promoting harmony among different ethnic groups by creating an ideal learning environment.	1980	English	Nanny van	About 4800 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
-	-	-	Miscellaneous fee \$250	-

## School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
CoolThink@JC Studio, Computer Room, Library, Visual Arts Room, Multi-Purpose Activities Centre, English Room, Music Room, Counselling Room, Student Activity Centre.				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				35	Total number of teachers in the school		40
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
95%	100%	33%	60%	15%		13%	72%

## Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	2	2	3	3	3	4	17
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	2	2	2	3	3	3	15
Mode of teaching at different levels	In order to enhance learning and teaching, small class teaching is adopted. Special classes with tailor-made curriculum are provided for students in need. Diverse activities and interactive teaching are provided to cater to students of different learning styles. Homework assistance in the last lesson and after-school homework tutorial classes are provided.							
Remarks	A mainstream Chinese language curriculum is provided for Chinese speaking students. Non-Chinese speaking students are arranged to take mainstream Chinese language curriculum or adapted Chinese language curriculum according to their Chinese language abilities.							

## 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	No
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	Different modes of assessment are implemented in subjects, such as class observation, assignment performance, written assessment, project learning, authentic assessment, parents' & peer evaluate and etc. Cross-subject project learning is conducted.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	Streamed according to 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	8:05 AM	3:30 PM	12:40 PM - 1:35 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and students bring their own lunch.	Specific programmes are designed to cultivate pupils' positive values and encourage pupils to have good social behaviour. Morning exercise is held in the morning for all students. Students are encouraged to join Joyful Fruit Month to develop a healthy eating habit. Sports activity sections during recess are provided to cultivate students' exercise habit.		We arrange homework tutoring sessions during the ninth period from Monday to Thursday. The sessions are conducted by teachers from the school to assist students in completing their assignments. Each class has a designated reading corner that provides various categories of reading materials, including English and Chinese storybooks, magazines, and journals. Students are encouraged to borrow and read these materials.		



Life-wide Learning

To help pupils to have all-round development, co-curricular activities and post-lesson activities are arranged. Co-curricular activities are organised every Wednesday. The activities covered sports, arts, uniformed teams, STEAM and academics. Post-lesson activities including pop band, choir, cultural dance, handchime, African drum, mini-tennis, and debate are arranged to develop pupils' self-esteem and confidence. Students are given various chances to enter intra-school performance and inter-school competitions for better exposure and confidence.

School Mission

Our school mission is to promote harmony among different ethnic groups by creating an ideal learning environment supported and complemented by professional teachers. By guiding students with patience and competence, and by providing individual counselling and care, the school nurtures a cohort of young people who are self-confident. Through offering a school-based curriculum, support programs and a wide variety of learning opportunities, the school helps students to develop their potential as they learn to become a part of the wider learning community in the school and the world.

School Characteristics

School Management
<b>School Management Organisation:</b> The school is headed by the Incorporated Management Committee. There are different school level committees responsible for curriculum development, student support, school improvement and administrative affairs.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> Incorporated Management Committee include the supervisor, headmistress and 13 managers. (The participants include representatives of teachers, parents, alumni, and independent individuals.)
<b>School Green Policy:</b> Each class has an Environmental Ambassador for promoting environmental protection. Environmental education is implemented into our curriculum to enhance students' awareness of conserving resources and curing the Earth. The school joined the "Jockey Club BEAM Plus in Schools Project" to assist the school in reducing its carbon footprint and to instil the concept of green building, educating the importance of carbon reduction to tackle climate change and promote green-building concepts for the students.
<b>School's Major Concerns:</b> 1. Catering to learning diversity. 2. Accepting ourselves and others.
Learning and Teaching Plan
<b>Learning &amp; Teaching Strategies:</b> Diversified teaching strategies adapted, e.g. group learning activities, differentiated tasks. Various themes employing different activities (project learning, seminars, workshops, visits and group activities), cross border Study Trip, are used to implement cross-curricular learning and learning across subjects.
<b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b> Emphasis is placed on values education, life education, national education and national security education. Through diverse learning activities, students are enriched with all-round learning experiences. STEAM education is continuously developed to cultivate students' computational thinking ability and apply comprehensive knowledge through scientific exploration activities. Students' information literacy is cultivated, cross-curricular learning and reading activities are promoted, and their lifelong learning ability is developed. Assessment literacy is enhanced to promote teaching and learning effectiveness.
<b>Development of Generic Skills:</b> Includes students' self-learning skills (e-learning platform), collaboration skills, critical thinking skills, and communicative and cooperative abilities.
<b>Cultivation of Proper Values, Attitudes and Behaviours:</b> The school sets up a positive learning environment to promote love and care, a growth mindset and well-being. With the support of the Joyful@school campaign, a series of learning materials were added to civic education to enhance appreciation of oneself and others. We also employ a team of caring ambassadors and provides training for them, allowing students to get along with each other positively, respect others, cherish life and help others in need.
Student Support
<b>Whole School Approach to Catering for Learner Diversity:</b> 'Whole school approach' in supporting student diversity and SEN: Adopt the support mode of a whole-school approach, create a harmonious and pleasant learning environment, establish an inclusive campus, and help each student to have an all-round development. Our school implements effective teaching strategies by integrating and flexibly deploying resources of the school. Provide appropriate services to students who need additional support to enable them to meet their expected learning targets.
<b>Whole School Approach to Integrated Education:</b> Support Strategies for the 3-Tier Support Model: Our school has after school tutorial class, small remedial class, small class teaching, school-based speech therapy service, teaching assistant co-teaching in class, Early Identification and Intervention Programme for P1 Students with Learning Difficulties, various types of study groups supported by the second level, and individual support for students who accept Individual Education Plan. In addition, accommodations are provided in curriculum, homework, dictation and assessment.
<b>Education Support for Non-Chinese Speaking (NCS) Students:</b> 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. The Bridging Programme will be arranged for non-Chinese-speaking students during the summer holiday. Please refer to our school website for information regarding the educational support provided for non-Chinese speaking students.
<b>Curriculum Tailoring and Adaptation:</b> Our school uses English as the medium of instruction, allowing students of different nationalities to learn in a multicultural environment. Our school cooperates with the Education Bureau and universities, and external professionals are hired to optimize the school-based courses in Chinese, English, Mathematics and General Studies who produce unit booklets to help students learn. Our school uses the grant flexibly and provides more than ten free interest classes after school, including: Chinese and English Little MC training classes, Cambridge English classes, English phonics classes and a number of physical training classes to facilitate students balanced development.
Home-School Co-operation and School Ethos
<b>Home-School Co-operation:</b> All parents are members of the Parent-teacher Association. Each year the committee organises the Annual General Meeting, interest classes, workshops, talks and Day Tour for all members. Different programmes and workshops are provided for parents to enhance their parenting skills and build up network among parents. Parents are encouraged to take an active role in serving the school.
<b>School Ethos:</b> To maintain a harmonious school culture, a school-based whole school approach is implemented to reinforce pupils' good behavior. Students are willing to love, to respect and to help each other.
Future Development
<b>School Development Plan:</b> 1. To enhance students' learning motivation; 2. To foster students' self-directed learning attitude; 3. To develop students' self-directed learning abilities; 4. To enhance students' learning performance; 5. Students are able to manage themselves in various aspects; 6. Students are capable of initiating self-reflection; 7. Students can set up a self-improvement scheme after self-reflection.
<b>Teacher Professional Training &amp; Development:</b> Encourage teachers to join relevant seminars and workshops to enhance professional development in knowledge and skills, and to meet the need for school development. Through regular collaborative lesson planning, lesson observation & professional sharing, sharing culture is formed to enhance teaching pedagogy.
Others
Harmony scholarship, "We Did It!" Award Scheme, Award of the Politest Students.





# 路德會呂祥光小學 Lui Cheung Kwong Lutheran Primary School

On Ting Estate, Tuen Mun, N.T.

24503128

24400048

info@lckps.edu.hk

http://www.lckps.edu.hk

71

POA School Net No.

## School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Rev. Yung Tse You	Ms. Wong Yee Wa	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
Lutheran Church - HK Synod Ltd	Love, Joy, Peace	1982	Chinese	School Bus; Nanny van	About 2208 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
Lui Cheung Kwong Lutheran College			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	-	-

## School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
31	3	1	1	Solomon storyland, podium garden, staff room, meeting room, conference room, Basketball court, Cover Playground.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
International exchange center, Future Classroom, Micro Film Production Room, Innovation and Technology Learning Centre, Science and Technology Exploration Lab, Visual arts room, Music room, Library, Counselling room and English 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			53	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
100%	100%	33%	52%	22%	20%	58%

## Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year		No. of classes	4	4	5	5	5	5	28
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)		No. of classes	4	4	4	5	5	5	27
Mode of teaching at different levels	Our school takes a multi-dimensional and student-centred learning approach, such as inquiry-based learning, cooperative learning and e-Learning to promote effective learning and teaching.								
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	Emphasis is placed on achieving consistency between teaching, learning, and assessment. Various forms of assessment are used, including written tests, observation, practical exercises, research projects, learning process portfolios, self-evaluation, and peer assessment, to comprehensively demonstrate students' learning needs.						
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	Primary 1 students are assigned to classes based on their average scores. Primary 2 to 6 , one class is designated as the high-ability class based on academic performance, and the other classes are grouped based on their average ability and learning character.						

## 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	3:20 PM	12:35 PM - 1:35 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	We have established a healthy campus policy and participate in various programs such as healthy eating on campus, attending "EatSmartSchool Accreditation Scheme, reducing salt intake in school lunches, "happy fruit" month, promoting active lifestyles on campus, and reducing the weight of school bags, in order to establish healthy living habits.		There are two morning assemblies per week. Every Friday from 2:35 pm to 3:20 pm is dedicated to Multi-Intelligence Activities, which cover various categories such as language, math, sports, and arts. There is a weekly assembly with different themes, where students are responsible for sharing. After-school and Saturday activities include school team training and interest classes, which inspire students' potential.		



Life-wide Learning

In addition to comprehensive learning, interdisciplinary studies, and large-scale thematic activities, our school offers various extracurricular activities such as sports teams, uniformed groups, and interest classes, including orchestra, oil painting, robotics engineering, ballet, fencing, soccer, track and field, and other activities that cater to different interests and abilities, to inspire and develop students' talents.

School Mission

Our school aims to carry out Christian whole-person education in accordance with the education objectives of Lutheran Church-Hong Kong Synod, so as to nurture students' all-round development - spiritually, morally, intellectually, physically, socially as well as aesthetically. We hope that our students become the backbone of the society, who will glorify God and edify people.

School Characteristics

<b>School Management</b>
<b>School Management Organisation:</b> The Lutheran Church Hong Kong Synod - Christian Education Committee - IMC - supervisor, headmistress and administration team.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> Within our management framework, the IMC possesses the supreme authority to govern the school and its composition includes the supervisor, sponsoring body manager, ex-officio manager (the principal), teacher manager, parent manager, alumni manager, independent manager, alternate sponsoring body manager, alternate teacher manager and alternate parent manager.
<b>School Green Policy:</b> Our school has set up organic hydroponics and composting for food waste, and participates in various programs such as "New Campus Climate," "Water Conservation Academy," "Green Campus 2.0 - Energy-saving Learning Society and Smart Grid," "Green Building Environmental Assessment for New Building BEAMS PLUS," and "Student Environmental Protection Ambassador," to promote sustainable development education and cultivate environmentally-friendly attitudes towards life.
<b>School's Major Concerns:</b> 1. Engage in Self-directed Learning    2. Develop a Sense of Accomplishment
<b>Learning and Teaching Plan</b>
<b>Learning &amp; Teaching Strategies:</b> The school focuses on cultivating students' self-learning ability with a student-centered curriculum and group collaboration. E-learning is integrated into various subjects to promote classroom interaction and develop higher-order thinking skills. The school offers a rich language learning environment for English and Cantonese, and a school-based pinyin course for Putonghua. Adaptive teaching is used for Mathematics, and Visual Arts, Music, and PE curriculums emphasize cultivating mutual appreciation and learning attitudes.
<b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b> Learning the latest developments and national conditions of the country through diversified experiences, and to establish a national identity; to create space for students through effective homework, and to make good use of the life-wide learning grant, to actively promote life-wide learning and enrich students' learning experience, In order to promote whole-person development; in order to explore the potential of students, we organizes training courses for students, covering the fields of STEM, sports and art. At the same time, we have established six uniformed group to provide students with different training courses; through different levels of questioning and heterogeneous grouping of students according to their ability to strengthen the consideration of student diversity; promote students to learn from reading, regularly organize reading activities, and develop lifelong learning capabilities; use of assessment data, analyse students' strengths and weaknesses, and give back to teaching.
<b>Development of Generic Skills:</b> Participating in life-wide learning activities such as STEM programmes, scientific inquiry activities, field trips, project learning, and strategic thinking training, students not only improve their ability in information technology, mathematics, investigation and self-directed learning but also enhance their critical thinking, communication, and problem-solving skills.
<b>Cultivation of Proper Values, Attitudes and Behaviours:</b> Our school aims to provide students with diverse learning experiences, with Chinese culture as the backbone, to cultivate students' manners, discipline, and spirit of cooperation. We also encourage students to participate in social public services, cultivate civic awareness, a sense of responsibility, and national identity, and plant students' spiritual lives through the Bible. The school has a personal growth and career planning course, which cultivates students' positive attitudes towards life and helps establish a proactive outlook on life through various forms of activities.
<b>Student Support</b>
<b>Whole School Approach to Catering for Learner Diversity:</b> Our school offers a multiple intelligence curriculum that develops students' potential through diverse activities. We also provide support groups catering to different types of students' learning and growth needs. Our school has school-based educational psychologists and speech therapists who offer support services to students and parents. We participate in the Education Bureau's gifted education program, which caters to the diversity of students' academic, artistic, and athletic talents, further enhancing their interest and ability in these areas.
<b>Whole School Approach to Integrated Education:</b> The Student Support Team includes Special Educational Needs Coordinator (SENCO), Special Educational Needs Support Teachers (SENSTs) and Student Guidance Teacher (SGT). We make good use of Learning Support Grant to provide adequate programmes and take a Whole School Approach to support students with special educational needs.
<b>Education Support for Non-Chinese Speaking (NCS) Students:</b> 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.
<b>Curriculum Tailoring and Adaptation:</b> In addition to offering gifted education programs and advanced class planning, we also provide homework and assessment adjustments for students with special educational seeds.
<b>Home-School Co-operation and School Ethos</b>
<b>Home-School Co-operation:</b> As a bridge between parents and school, the Parent-Teacher Association (PTA) holds regular meetings assembles a parent volunteer team to support our vision. The PTA runs parenting courses, thematic seminars, parent-child trips and classes which appeal to the diverse interests of parents to enhance communication between school and home.
<b>School Ethos:</b> We offer Christian education of the whole person to nurture students spiritually, morally, intellectually, physically, socially and aesthetically in all-round development. Decorous, diligent, well-mannered and friendly, students establish a harmonious relationship with teachers.
<b>Future Development</b>
<b>School Development Plan:</b> 1. Make best use of e-learning to go the extra mile maximizing learning and teaching effectiveness. Review effectiveness of the curriculum and pedagogy on a continuing basis and adopt a student-oriented approach to improve our curriculum planning and teaching practices affording students ample opportunity to actively engage in not only the daily lesson but also self-directed learning. 2. Empower students for achievements and encourage them to shine forth their light to achieve success and showcase their unique talents to make progress to the highest standard. Recognize and celebrate outstanding achievements in a supportive environment which enables students to shape an excellent character and a positive attitude towards life.
<b>Teacher Professional Training &amp; Development:</b> To promote professional development and integrate new initiatives, we collaborate with the Education Bureau, Chinese University of Hong Kong, and University of Hong Kong to provide internal and external training for our teachers. We encourage them to participate in sharing sessions and exchange ideas with counterparts for constructive feedback on our curriculum design. Collaborative lesson planning and observations are also used to improve teaching skills and refine our curriculum.
<b>Others</b> 1. The Lutheran Church HK Synod offering a "Professional Education Advisory Team," short-term mission teams, international volunteers, and exchange programs with the USA and Australia. 2. Multiple association-based and school-based scholarships and financial aid programs are available. 3. It is recognized as an excellent pilot school for the "Chinese Etiquette Education Program" in the GBA(HK) organized by The CUHK and Tsinghua University. 4. It has received the "QAMAS Certificate" from the HKEAA. 5. The Schools Sports Federation of Hong Kong(Tuen Mun District) Basketball Competition: Boys' Champion and Girls' Runner-up 6. It has been awarded the "Caring School Award" for 15 consecutive years and the "Hi-Five Student Engagement Award" honor for 3 consecutive years.





保良局西區婦女福利會馮李佩瑤小學  
P.L.K. Women's Welfare Club (WD) Fung Lee Pui Yiu Pri. Sch.

11 Kwun Tsing Road, So Kwun Wat, Tuen Mun, N.T.

24112208

info@plkflpy.edu.hk

24112207

https://www.plkflpy.edu.hk

71

POA School Net No.

### School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Dr. Chan Ching Yan Daniel	Mr. Wu Kwok Chu	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
Po Leung Kuk	Love, Respect, Diligence, Integrity	2011	Chinese (incl.: Putonghua) and English	School Bus; Nanny van	About 5112 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
PLK Centenary Li Shiu Chung Memorial College, PLK Tang Yuk Tien College					
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	\$450	-

### School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	4	1	1	Climbing wall, Esports cycling arena, activity centre, Innovation and Technology Application Centre, Astronomy Park, Aerospace Tech Hub, Herbal Garden
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Computer-aided learning room, Science room, greenhouse, music room, Visual Arts room, 4 small teaching rooms, Campus TV Station, Robotic laboratory, auditorium, English 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				45	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%	100%	13%	61%	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		Small class teaching is being conducted in P.1 to P.6. To satisfy the needs of students with learning needs, intensive remedial classes have been organised.								
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							Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	3 Progressive assessments. Replace tests and examinations with diversified assessments in the whole school year of P1.						
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	Primary 1 to Primary 3 students are streamed in mixed abilities. Primarv 4 to Primarv 6 students are streamed according to their academic performance.						

### 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	7:50 AM	3:00 PM	12:30 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	We emphasize the health of our students. "Healthy Life Month" are regularly organised. Subject Departments will organise Healthy Life activities accordingly so that students can learn the importance of sports and a balanced diet, promoting an atmosphere with sports and MVPA60 around the campus.		-7-day cycle timetable. Morning physical exercise and fruit meal every week. Tuck shop provides healthy snacks. -Promote positive education and maintain a healthy mental life among stakeholders through events including 'Mental Healthy Day' and 'Teacher-student Fun Day'.		



Life-wide Learning

Latin Dance, Chinese Dance, Choral verse-speaking groups, Debate, Scrabble, Mathematical Olympiad, Innovation Expert Training Programme, STEAM Maker, School Choir, Orchestra, Swimming, Track and Field, Football, Fencing, Table Tennis, Badminton, Basketball, Rugby, Girl Guides, Boy Scouts, Marching, Environmental Education, Outreach, Juggling and Magic, English Drama.

School Mission

We aim to provide students with a happy, harmonious and positive learning environment conducive to moral, academic, physical, social, personal and artistic development. We nurture students with a solid foundation for further studies and better career prospects. We promote students' language proficiency in English, Chinese and Putonghua, and skills in Information Technology. We help students build up confidence, thinking skills, analytical skills and perpetual learning ability in order to better prepare them for challenges in the 21st century. We promote an all-round education in students' moral, intellectual, physical, social and aesthetic development.

School Characteristics

School Management

**School Management Organisation:**  
Incorporated Management Committee, Administrative Team and Subject Team.

**Incorporated Management Committee / School Management Committee / Management Committee:**  
PLK Women's Welfare Club (WD) Fung Lee Pui Yiu Primary School Incorporated Management Committee.

**School Green Policy:**  
This year, the Environmental Education Team practises hydroponics to produce a number of vegetables by using pipes and LED grow lights so as to deepen students' understanding of hydroponics. We have obtained different awards, including the Hong Kong Awards for Environmental Excellence, Hong Kong Green School Award - Bronze, Overall Champion of 'Cherish Water Campus' and Food For Good Jockey Club Green Living Education Programme - Gold.

**School's Major Concerns:**  
1. Cultivate students' generic skills to optimize the effectiveness of teaching and learning.  
2. Inculcate moral values in students and help them develop positive values.  
3. Build up students' healthy lifestyles and habits.

Learning and Teaching Plan

**Learning & Teaching Strategies:**  
Regarding students' needs, we implement an effective school-based curriculum to teach Chinese. Apart from implementing the Primary Literacy Programme–Reading & Writing (PLP-R/W) in the junior form, we adopt a whole-language approach in teaching the language and incorporate a systematic phonics programme in the curriculum. We implement Reading Workshops in Key Stage 2 by using diverse, multi-modal texts and books to enhance students' English literacy skills. Higher order thinking skills are taught in Maths. General Studies curriculum consists of project learning and Astronomy and Space Science. Health education, environmental protection education and moral education are implemented through Life Education curriculum. Through various learning experiences, multi-intelligence activities and cultural exchange activities, we can fully develop students' potential and broaden their horizons. Through implementing school-based STEAM curriculum, we develop students' creativity and problem-solving skills.

**Development of Major Renewed Emphases of the Primary Education Curriculum:**  
In order to optimize the overall curriculum development of the school, our school promotes the importance of value education, e.g. Moral and Civic Education. Our curriculum allows flexibility and room to foster the whole-person development of students. The school strives to cater for the diversity of students, as well as to strengthen STEAM education and cross-curricular learning, so as to cultivate students' media and information literacy and develop students' ability as a lifelong learner.

**Development of Generic Skills:**  
We develop students' generic skills through the curriculum, project learning, Cross-curricular learning, school-based STEAM curriculum and various activities.

**Cultivation of Proper Values, Attitudes and Behaviours:**  
To foster students' positive behaviour and cultivate a positive school culture, we promote a variety of student guidance activities for all our students throughout the year. We aim at equipping students with different positive values and attitudes. Students who have excellent performance in any of such activities are commended.

Student Support

**Whole School Approach to Catering for Learner Diversity:**  
Our Student Support Team, Speech Therapist, School-based Education Psychologist and Student Guidance provide different kinds of physical and psychological services for students in need. Methods and strategies of which include Speech Therapy Service, School-based Educational Psychology Service, Early Identification and Intervention Programme for Primary One Students with Learning Difficulties, After-school Learning and Support Programmes, Intervention groups to enhance students' attention, social skills as well as reading and spelling fluency. Fine Motor Skills Training is also implemented to offer additional support for junior students. Besides, assignment and assessment adaptation are implemented to cater for learner diversity.

**Whole School Approach to Integrated Education:**  
Our school caters for the different learning needs of students with special educational needs under the 3-Tier Intervention Model, including appropriate support that involves Early Identification and Intervention, quality teaching in regular lessons, small group training, Individual Education Plan, School-based Educational Psychology Service, as well as School-based Speech Therapy Service, etc.

**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; organising activities to create an inclusive learning environment in the school; and our school uses Putonghua to teach Chinese in all classes / groups at certain levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc..

**Curriculum Tailoring and Adaptation:**  
Through school-based reading & writing programme, speaking training, high-order thinking course, a systematic curriculum with various teaching and learning strategies is included to cater for individual differences.

Home-School Co-operation and School Ethos

**Home-School Co-operation:**  
PTA enhance parents' and students' sense of belonging to our school through organising various activities, parents interest classes and talks. The PTA voluntary team is valuable in implementing various activities in schools.

**School Ethos:**  
We cultivate a caring school culture through curriculum and school-based guidance activities. Through various kinds of activities, we can enhance students' self-confidence and sense of belonging. Through PTA, Parents Day and Adaptation of P.1 Newcomers Arrangement, we can hear the voice of parents and cultivate a harmonious parent-school relationship.

Future Development

**School Development Plan:**  
We collaborate promote healthy lifestyles among students. We encourage students to interact with peers so that they can develop their interpersonal and social skills which enhance their learning. We promote STEAM education and e-learning which fosters students' creativity and self-directed leaning. For Chinese language, we make active development on promoting the curriculum in a school-based approach. For English, we implement the Primary Literacy Programme (PLP) from P.1 – P.3 and adopt a whole-language approach in teaching the language and incorporate a systematic phonics programme in the curriculum. We provide supported reading in Reading Workshops from P.4 – P.6. For General Studies, we provide a school-based astronomy curriculum which develop students' enquiry skill and encourage independent learning. Our cross-curricular activities promote values education. We also offer a wide range of extra-curricular activities such as climbing wall, fencing, rugby, martial arts and Latin dancing to broaden students' horizons.

**Teacher Professional Training & Development:**  
Apart from a 3-day school-based teacher training, teachers often attend relevant seminars, workshops, learning community and/or courses to enhance their professional development to broaden their horizons. Every year, we hold subject-based, theme-based teacher training and overseas exchange activities to foster teachers' professional development.

Others

Outstanding Performance: Our school's Innovation Expert Team won the champion in Jr. Exhibition of 2025 Robofest Hong Kong. Our Latin dance and Chinese dance school team have also attained great achievements in Hong Kong Schools Dance Festival and Interschool Dance Sports Competitions over the years. Our Fencing Team has attained remarkable achievements in various inter-school and open competitions. Students in our Athletics Team, Swimming Team, Football Team and Skipping Team have also won various awards in interschool and public competitions. The school choir had a fabulous result again in Hong Kong Schools Music Festival this year. The English and Putonghua Choral Speaking Team have won the champion and the second runner-up respectively in Hong Kong Schools Speech Festival this year.





## School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Wong Kin Sun	Principal Lee Pui Man	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	1985	Chinese	School Bus	About 5456 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	Particular purpose charges \$220	-

## School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
36	3	1	1	Proximity to natural environment, all rooms are facilitated with multi-media, wireless network, intranet and air-conditioned.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
16 special rooms including Art room, music room, General Studies room, two computer rooms, English room, activity room, gymnasium, library, collaboration rooms, conference room and multi-purpose rooms.				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			64	Total number of teachers in the school		67
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%	99%	22%	75%	10%	21%	69%

## Class Structure

				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year				No. of classes	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	36
Mode of teaching at different levels		Small class teaching mode is adopted in P.1 - P.6.								
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							No
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 are used in different subjects. Apart from examinations, a wide range of formative assessments and projects are also utilized.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	Mixed ability classes from P.1 to P.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	10	35 mins	8:00 AM	3:10 PM	12:35 PM - 1:25 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	For the benefit of healthy body, we provide diversified extra-curricular activities, promote healthy eating and encourage students to exercise more and engage in physical fitness training.		1. We create a joyful campus life by opening the playground, library, English room, and computer room during recess for sports, English, and Math games. 2. Each morning includes Chinese, English and Math lessons. 3. The last period is a tutorial lesson for completing homework with teacher assistance. 4. Fridays feature cultural activities, with dismissal at 2:15PM, providing more opportunities for student engagement.		



Life-wide Learning

To promote multiple intelligence and to enable students to maximize their talents as well as enrich their experiences, over seventy extra-curricular activities including art clubs, interest clubs, musical, sporting activities and various kinds of societies are organized.

School Mission

We will strive to provide our students a balanced education on Christian principles in all aspects: moral, intellectual, physical, social, aesthetic and spiritual.

School Characteristics

School Management
<b>School Management Organisation:</b> Members of the School Management Committee are appointed by Anglican (Hong Kong) Primary Schools Council to monitor the administration of the school.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> Members of the Management Committee are formed by the representatives from the church, the sponsoring body of the school, teacher representatives, independent professionals, teachers, parents and alumni.
<b>School Green Policy:</b> Implement a paperless culture at the school administrative level.
<b>School's Major Concerns:</b> 1. To promote students' learning capacity. 2. To nurture students' positive thoughts aiming at living a healthy lifestyle.
Learning and Teaching Plan
<b>Learning &amp; Teaching Strategies:</b> To enhance students' language abilities in English and Putonghua. Positively promote reading culture so as to boost students' reading interest. For English, an English room is set up with authentic English environment and the Native-English teacher assists in developing skills in phonics, listening, speaking, reading and writing. For Putonghua, a tailor-made Chinese Literacy Programme is included in the P.1 curriculum. This serves as a preparation to use Putonghua as a medium of instruction to teach Chinese at a later stage. To enhance the learning abilities of the students, they are divided into various groups according to their learning abilities and academic results. Students are offered iPad learning lessons in different subjects. To implement science innovation in whole school and STEAM cross-curricular reading project learning from P.4 to P.6. All the classrooms have been facilitated with electronic white boards.
<b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b> 1. To nurture students' reading comprehension and activate their interest in reading by initiating cross-curricular theme-based reading project learning. To develop students' problem-solving ability and creativity through the implementation of initiating cross-curricular Project Learning for STEAM Education. To cultivate the student's self directed habit so as to reinforce their self directed learning abilities. 2. P.1 to P.6 students acquire the concepts of Programmable Robots in computer or recreational activities lessons. Through the construction and design of modules command blocks, students develop their logical thinking and algorithms. 3. Implement Humanities and Science teaching in P.1 and P.4, while piloting Humanities and Science courses in P.2 and P.3.
<b>Development of Generic Skills:</b> Generic skills are penetrated and generated from project learning, group activities and cross -curricular activities through different subjects.
<b>Cultivation of Proper Values, Attitudes and Behaviours:</b> We aim to foster students' Christian values and establish a positive and proactive attitude towards life. Helping students develop good characters, habits, and interpersonal relationships. We strive to perch Jesus Christ teaching 'Not to Be Served but to serve'.
Student Support
<b>Whole School Approach to Catering for Learner Diversity:</b> 1. The implementation of strengthening groups, tutorials, reading and writing remedial classes and after-class diligent groups provide support for the students with various kinds of learning needs. 2. Collaborative learning classrooms meet the needs for different students' learning goals and progress.
<b>Whole School Approach to Integrated Education:</b> Small group teaching and assessment accommodation, training on social skills, attention Training Group, Leap to Growth Group, Enhance School-based Speech Therapy Service, Individual Education Plan, tutorial service, workshops for parents, and board games, etc.
<b>Education Support for Non-Chinese Speaking (NCS) Students:</b> 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.
<b>Curriculum Tailoring and Adaptation:</b> 1. Reconstruct the content of major subjects and initiate interdisciplinary theme-based reading project learning. 2. Integration of the contents among Mathematics, General Studies and Computer Studies resulting in implementing interdisciplinary STEM learning programmes. 3. Gifted training classes are provided for students who are talented in different aspects including: Mathematics Olympia Club, Digital Intelligence Association, Leaders Training, Science Exploration and robot programming etc. 4. To cater for students' diversified learning needs and interests, learning groups in different subjects are provided.
Home-School Co-operation and School Ethos
<b>Home-School Co-operation:</b> Since the establishment of the Parent-Teacher Association in 2000, it has been facilitating the close partnership and supportive role of home-school co-operation through the collaboration between the school and families, enormous parent volunteers' participation, whole-person parent education, social services and parent-child activities.
<b>School Ethos:</b> To promote Christian whole-person education with emphasis on creating a 'loving and caring' atmosphere. It is our desire to have our students taking good care of each other and encouraging each other. Also, a school based social worker supports students' healthy growth. Professional counselling and support are provided by the two school-based social workers.
Future Development
<b>School Development Plan:</b> 1. To further promote students' learning capacity. 2. To persist in releasing positive energy and healthy living.
<b>Teacher Professional Training &amp; Development:</b> Pursue professionalism and develop a learning community through staff development day, co-planning, sharing sessions during regular staff meetings and lesson observation etc.
Others
-





## School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Choi Biu	Ms. Cheung Mei Yi	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					76%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Shun Tak Fraternal Association	Erudition, Propriety, Commitment, Honesty	1983	Chinese	Nanny van	About 5500 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
STFA Leung Kau Kui College, STFA Tam Pak Yu College			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
-	-	\$10	\$450	-

## School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
28	3	1	1	Art displays are set up on 4th, 5th floors of the school to exhibit students' artwork.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
SMART TV, Chinese Culture Gallery, Computer Room, Dancing Room, Piano Room, Music Room, Room for English Classes, STEAM Room and Multi Purpose 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				55	Total number of teachers in the school		55
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%	36%	61%	9%	25%	66%	

## Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year			No. of classes	5	5	5	4	5	4	28
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)			No. of classes	4	5	5	5	4	5	28
Mode of teaching at different levels		Each class has approximately 25 students. During class time, we put great emphasis on student-student as well as teacher-student interaction. Through collaborative learning, e-learning and explorative activities, knowledge is constructed while enhancing students' higher order thinking skills.								
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)		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	Emphasis is put on how students apply their subject knowledge. Application of skills acquired in Mathematics and Creative Technology lessons is assessed. Knowledge relating to daily life and current affairs is tested in General Studies. For project learning, teachers assess students' performance in design, content, presentation skills and attitude.						
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 order to allow each class to have a mix of abilities, students will be allocated based on their academic results, after the final exam each year. This practice prevents a labelling effect of certain classes and still allows fair competition.						

## 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	2:50 PM	12:40 PM - 1:35 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Have a healthy lunch in school. Encourage students to eat more fruit & vegetables by organizing 'Fruit Day'. Achieved 'EatSmart School', 'Active School Award' and 'Outstanding Straighten Up School'. Promote sports by doing stretching exercises before lessons, spinal exercises between lessons and setting up an 'Energetic Corner' at recess.		There is a morning reading session. During lunch recess, students can join different activities. Training courses and other activities are offered after school every day and every Saturday.		



Life-wide Learning

Chinese Orchestra, Concert Band, String Orchestra, Chinese Musical Instruments Class, Western Musical Instruments Class, Violin Class, Cello Class, Viola Class, Choir, Drama, English Musical Course, Chinese Folk Dance, Jazz Dance Class, Track and Field, Volleyball, Taekwondo, Rope Skilling Team, Table tennis, Scouts and Brownies, Drawing, Chinese painting, Calligraphy, Mathematics Olympiad Class, Creative Programming Class, Creative Science Class, English Debate Class, Chinese Debate Class, etc.

School Mission

Our school motto is Culture, Morals, Devotion and Trustworthiness. The School has adopted a school-based quality management system. We pay special attention to the needs of students, parents and the community to provide students with a stimulating learning environment. Our aim is to arouse students' interest in learning and enhance their creativity. Students can develop their potential, achieve a balanced development in moral, intellectual, physical, social and aesthetic aspects to enjoy learning, enhance their effectiveness in communication and develop their creativity and sense of commitment.

School Characteristics

School Management
<b>School Management Organisation:</b> The school management is composed of the School Development Committee and the School Management Committee. The School Development Committee is responsible for the formulation of the perspectives of the school. The School Management Committee holds weekly meetings to discuss school policies. The committee comprises of two main branches, curriculum and administration. Under the leadership of the two deputy school heads, there are various functional committees for the implementation of the school development plans.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> The school is managed by the Incorporated Management Committee (IMC) and it is the highest rank in the school management hierarchy. The functions of the IMC are to formulate education policies of the school and to ensure that both the vision and mission of the school are carried out. There are managers in the committee, including 1 supervisor, 1 deputy supervisor, 7 sponsoring body managers, 1 independent manager, 1 school principal, 2 teacher managers, 2 parent managers and 1 alumni manager.
<b>School Green Policy:</b> To raise the students' awareness of environmental protection and the importance of cherishing our earth's valuable resources, we have the following measures: (1) to convey the messages of caring for the environment through the school campus TV and execute the environmental services. (2) to promote the Waste Material Collection for Recycling Scheme by placing recycling bins around the school campus. (3) to introduce the concepts of environmental energy through the installation of solar panels. (4) to nurture students with green vision and a proper attitude towards nature by building Plantation Garden.
<b>School's Major Concerns:</b> We are optimizing learning and teaching strategies, as well as helping our students establish positive values towards life.
Learning and Teaching Plan
<b>Learning &amp; Teaching Strategies:</b> Whilst developing our school curriculum, students' needs are of critical importance. We emphasize teacher-student and student-student interaction. Collaborative learning is adopted. The school's policy is to nurture students' ability to be bi-literate and tri-lingual. From Primary Two to Six, Mandarin is used to teach Chinese. English is the only medium of instruction in English lessons for all grade levels. Students are encouraged to communicate with their teachers and schoolmates in English both inside and outside the classroom. We also conduct a wide variety of activities, including integrated arts classes, multiple intelligence lessons, theme-based learning days, student reporters, project learning, variety shows, etc.
<b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b> In order to strengthen STEAM education, our school has created its own unique STEAM project learning courses for senior levels. These STEAM courses are created so that our students can comprehensively apply subject knowledge and skills that they have obtained. We also design and produce work that aids and enhances the students' problem-solving and creative thinking skills. A science and technology week is organized for those students who are interested in science and technology. Since we place great emphasis on students' media and information literacy, we therefore develop a school-based information literacy curriculum at all levels using creative technology. In order to enrich the learning experience of our students, our school organizes a variety of activities, such as fieldtrips, personal growth camps for senior levels and overseas study tours through which students are able to connect knowledge and skills across disciplines in authentic settings to promote whole-person development.
<b>Development of Generic Skills:</b> Our key policy is to develop critical thinking skills, creativity and communication skills. Different generic skills are developed through the school-based curriculum as follows: (1) creativity → Music and Arts (2) problem solving skills and study skills → Project Learning (3) numeracy skills → Mathematics
<b>Cultivation of Proper Values, Attitudes and Behaviours:</b> The school attaches great importance to the cultivation of correct values. We aim to build students' moral values in our curriculum, and help them establish a positive outlook on life and a positive attitude towards life.
Student Support
<b>Whole School Approach to Catering for Learner Diversity:</b> The Whole-school Approach is adopted as the core of the guidance and discipline service for the whole-person development of the students. A database of talented students has been set up. Gifted student programmes have been implemented and various extra-curricular activities are organized at school for nurturing the talents of the students. Remedial classes and supporting teams are tailor-made for student diversity in order to strengthen the academic performance of the students. The 'Over the Rainbow Scheme' encourages students with different abilities to set their own goals to challenge themselves so as to gain self-confidence.
<b>Whole School Approach to Integrated Education:</b> The school has established the Student Support Team, with team members including Special Educational Needs Coordinator, school-based educational psychologist, school-based speech therapist, and Special Educational Needs Support Teacher, to provide support to students with Special Educational Needs. Specific measures such as remedial classes, special assessment arrangements, school-based educational psychology service and school-based speech therapy service are provided for students in need.
<b>Curriculum Tailoring and Adaptation:</b> For gifted and talented students, courses with a school-based curriculum are provided. For students with special learning needs, adjustments in homework and assessment are made.
Home-School Co-operation and School Ethos
<b>Home-School Co-operation:</b> Close parent-school cooperation and communication. Parents participate actively in school activities and care about their children's studies.
<b>School Ethos:</b> Positive school ethos. There is a harmonious relationship between teachers and students, with respect and caring among students. Our students also strive for improvements in their academic performance.
Future Development
<b>School Development Plan:</b> Develop student's intellect, eagerness to learn and self-esteem so that they can discover and develop their own talents and enjoy a successful life.
<b>Teacher Professional Training &amp; Development:</b> We have developed a culture of continuing professional development where our teachers use every opportunity to remain at the forefront of educational practice.
Others
-





順德聯誼總會李金小學  
S.T.F.A. Lee Kam Primary School

23 So Kwun Wat Road, Tuen Mun, N.T.

24411222

24411282

email@leekamps.edu.hk

http://www.leekamps.edu.hk

71

POA School Net No.

### School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Cheng Kam Chiu Stewart	Ms. Lam Pui Ling	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					72%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Shun Tak Fraternal Association	Erudition, Propriety, Commitment, Honesty	2011	Chinese (incl.: Putonghua) and English	School Bus	About 5291 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
STFA Leung Kau Kui College, STFA Tam Pak Yu College					
			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
-	-	-	Charges for non-standard items \$450 in total per student per annum, to be paid in two instalments.	-

### School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	An open stage in 1/F is set up for pupils to show their talents. 'SUPER+ Zone' is set up to engage pupils in online PE and interactive activities
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Dance Studio, SUPER+ AI Lab Music Room, Visual Arts Room, Maths & Science Activity Room, Campus TV, Guidance Counselling Room, Parent-Alumni Common Room, English Zone, SUPER Studio.				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		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
91%	96%	39%	70%	27%	27%	46%

### 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	<ul style="list-style-type: none"> <li>- Small-class teaching is implemented. Our school values students' participation, interaction among teachers and students and high quality connections (HQC).</li> <li>- Our school develops students' self-directed learning capabilities and character strengths.</li> <li>- Putonghua is used as the medium of instruction in Chinese lessons in P.2-P.6.</li> </ul>						
Remarks	<ul style="list-style-type: none"> <li>- Remedial tutorials and enrichment classes are provided to cater for learner diversity.</li> </ul>						

### Performance Assessment

Number of test(s) per year (P1 only)		2	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	Both formative and summative assessments are emphasis in our school to provide ongoing progress evaluation for students. Language subjects are assessed for listening, speaking, writing and reading ability. Skill-based assessments are used in Mathematics, Science and Computer Studies. Theme-based projects are assessed by teachers, parents and 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 are distributed into classes evenly without establishing 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	7	30 mins	8:10 AM	3:10 PM	12:45 PM - 1:45 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Students' awareness of healthy living habits is developed through positive classroom management, SUPER+ programmes, personal growth programmes, after lunch recess and a variety of other well-being activities. Our school prioritises the development of mental and physical health. Weekly self-evaluation in the student handbook helps develop healthy living habits.		Daily English Morning Reading Sessions are implemented for students to develop good reading habits. Chinese, English and Maths remedial lessons are also provided daily. 'SUPER Talent Time' provides students with different learning experiences and offers an opportunity for students to show their potential talent. Different optional training classes and activities are organised after school and on Saturdays.		



Life-wide Learning

Our students have lots of opportunities for study tours including mainland study tours: Study tour in XinJiang, Sports Exchange tour, WATER Shanzhen Tour, WATER Guangdong-Jiangxi Tour, Mainland Exchange Programme and Hong Kong-Shunde Sister School Exchange Programme; and overseas study tour: English Immersion in Australia. Our school organises various learning activities such as Chinese Cultural Day, English Day, STEM Day and field trips like Trees Field Trip and museum visits for students. Other school events include educational camps and Sports Day.

There are lots of extra-curricular activities in our school, such as trainings for language elites, STEM elites, sports and arts elites, and uniformed groups (Scouts in P.1-P.2).

School Mission

In accordance with our motto, 'Erudition, Propriety, Commitment and Honesty', we are dedicated to providing an all-round education that enables students to achieve a balanced development in all areas: moral, intellectual, physical, social and aesthetic. We aim to create an environment where students enjoy learning, communicate effectively, develop their sense of commitment and nurture creativity. In all, we lay the foundation for future good citizens. Our school vision is 'Love to learn, learn to love, we are SUPER.'

School Characteristics

School Management

School Management Organisation:

Led by the Incorporated Management Committee, the school has set up the Committee of School Policy, the Committee of School Development, Self-Evaluation and School Administration, the Committee of Student Development and the Committee of Curriculum Development followed by various executive committees. Each committee holds regular meetings to review the planning, implementation and evaluation of school policies, optimize management and organisation, learning and teaching, school ethos and student supports, as well as student performance, in order to establish a strong school team that pursues excellence.

Incorporated Management Committee / School Management Committee / Management Committee:

The IMC is the school's highest leading committee. Its members include: School's Supervisor, Vice Supervisor, Sponsoring Body Managers, Independent Manager, Principal Manager, Teacher Managers, Parent Managers and Alumni Manager.

School Green Policy:

Our school emphasises the sustainable development. We implement waste classification and recycling policies. Student ambassadors are trained and they help to carry out the environmental protection policies in classrooms. Students are also encouraged to participate in different environmental activities in order to enhance their environmental awareness.

School's Major Concerns:

To further promote positive education and foster students' perseverance.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. The main focus in KS1 is to cultivate learning motivation while in KS2 the focus is on independent learning and high-order thinking.
2. To implement 'Using Putonghua to Teach Chinese Language' and 'English Speaking School Environment' programmes to enhance students' bi-literate and tri-lingual abilities.
3. To enhance English language proficiency, a Shared Book Approach is adopted in KS1 to increase students' learning motivation and develop reading abilities, and Keys 2 Literacy Development (Keys2) is implemented in KS2 which aims at developing students' reading and writing skills progressively through exposure to different text types and various writing processes. To create a language-rich environment, English ambassadors, Lee Kam Explorers, Creative Writers Club and other activities are organised for English lovers. Students are given opportunities to publish their own English publication 'Voices'.

Development of Major Renewed Emphases of the Primary Education Curriculum:

To instil pupils with positive values and attitudes, we have been devoting ourselves to Positive Education focusing on creating a positive ambience and carrying out a holistic personal development curriculum. To gain understanding of our country and develop a sense of national identity, national security education is promoted through a 'multi-pronged and co-ordinated' approach. We lay great stress on students' reading interest and abilities. Different reading programmes like 15-minute morning reading sessions, Reading Month for different subjects, inter-class reading competitions etc are arranged. We strive to achieve effective learning among pupils with a variety of e-learning platforms. General Studies serves as a framework for project study intended to hone pupils' generic skills. Life-wide learning activities are conducted to actualize students' full potential. The flexible timetable in the afternoon provides diverse learning activities and helps promote students' whole-person development.

Development of Generic Skills:

1. Our school adopts a discipline-centred and project-based approach to develop students' generic skills, through class routines and the STREAM curriculum.
2. Interactive learning enhances students' communication, collaboration, critical thinking and high-order thinking skills.

Cultivation of Proper Values, Attitudes and Behaviours:

We implement the 'SUPER+ Positive Education Scheme'. Through a positive learning environment, the school curriculum, parents' education and positive classroom management etc, the school aims at fostering students' virtues and character strengths, growth mindsets and resilience; to help build pupils' positive social skills, positive emotions, sense of participation and satisfaction; to improve their mental and physical health, in order to prepare them for a meaningful life.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. Professional support for students with special needs is provided by the school-based educational psychologist.
2. Two in-school social workers and a counsellor provide counselling services for students.
3. Daily tutorial lessons for the three main subjects are provided.
4. 'Understanding Growth and Adolescent Project' by EDB is implemented in P.4-P.6 to provide training on personal growth for students.
5. Students are encouraged to participate in various competitions to fully use and demonstrate their talents.
6. Enrichment courses are provided for more able and gifted students.

Whole School Approach to Integrated Education:

The Student Support Team is led by the Special Educational Needs Coordinator, and consists of Special Educational Needs Support Teacher, school administrators, the members of the discipline team and counselling team, school social workers, and panel heads of the main subjects. Our school utilises Learning Support Grant to employ support teachers, teaching assistants and to buy support services. Different parties work together to nurture students with special educational needs and support them in different areas. Other support measures include school-based educational psychology service, school-based speech therapy service, remedial tutorials, and providing learning, homework and assessment adaptations, etc.

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 certain levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc..

Curriculum Tailoring and Adaptation:

1. Implement school-based curriculum with tailor-made suitable learning materials for students.
2. Provide homework and assessment adjustments for students with special learning needs.
3. Provide advice or additional assignments for more able students to enrich their learning.

Home-School Co-operation and School Ethos

Home-School Co-operation:

In order to build good home-school collaboration and relations, the PTA has held activities and has set up a parent volunteer team to help with school activities. Our school organizes workshops and talks for parents to strengthen parental education and also organizes different functions such as Parents' Day, Principal-Parents Forum, Parents Lesson Observations, Primary One Parents Group Sharing Gathering and Home-School BBQ party to enhance mutual communication.

School Ethos:

Our school commits to creating a positive and caring culture. Different measures and programmes are carried out such as Primary 1 Orientation Programme, Commencement Week, SUPER+ classes, Positive Classroom Management, Assemblies, Integrated Growth classes, Career and Future Planning, Personal Growth Group, Parent Group, SUPER+ Kid Growth Scheme and Understanding Adolescent Project.

Future Development

School Development Plan:

School Development Plan: Student-centred; fully utilising resources; creating diversified learning experiences; equipping students for future challenges.

Teacher Professional Training & Development:

1. Well-planned professional development activities for teachers are organised according to the school's development priorities. There are seminars, workshops, lesson co-planning, meetings, lesson observations, teachers' learning circles and teaching research.
2. Teachers use the 'design, implementation, reflection, improvement' model during planning so that they can use new innovative teaching strategies to enhance students' learning with an emphasis on effectiveness of teaching.
3. We organise external teachers' learning circles (in Hong Kong and abroad), group exchange activities, and participates in international seminars to promote professional development.

Others

Our school offers the scholarship of "Erudition, Propriety, Commitment and Honesty" to award excellent students with outstanding academic or extra-curricular activities performance, assist pupils with economic needs. Please refer to our school's website for students' awards in open or inter-school competitions.





順德聯誼總會胡少渠紀念小學

S.T.F.A. Wu Siu Kui Memorial Primary School

🏠 Estate Primary School No. 3, On Ting Estate, Tuen Mun, N.T.

📞 24503833

✉️ info@wsk.edu.hk

📠 26183132

🌐 http://www.wsk.edu.hk

71

POA School Net No.

### School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Liu Hong Fai	Mr. Kao Ping Suen	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
Shun Tak Fraternal Association	Please refer to the Chinese version.	1982	Chinese	Nanny van	About 2000 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
STFA Leung Kau Kui College, STFA Tam Pak Yu College					
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	\$450	Replacement of student card: \$40

### School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
27	2	1	1	The school classrooms are equipped with air conditioners and computers.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Holistic Learning Space, Computer Room, Activity Room, Visual Arts Room, Music Room, Library, Dancing 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			51	Total number of teachers in the school		54
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%	50%	50%	3%	12%	85%

### Class Structure

		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	5	5	5	4	4	4	27
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	4	5	5	5	4	4	27
Mode of teaching at different levels	Small-class teaching.							
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					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 used to replace tests and examinations in Primary One. Pen and paper assessment (examinations); parent-evaluations are incorporated in selected subjects.				
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.				

### 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	2:55 PM	12:55 PM - 1:55 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Participating in the Hong Kong Healthy School Award Scheme; School-based Fitness Exercises during recesses.		NIL		



Life-wide Learning

Chinese Calligraphy, Chinese Painting, English Drama, Drama, Table-tennis, Football, Badminton, Dancing, Chinese Orchestra, Choir, Athletics, Swimming, Skipping, Dragon Dance, Dodgeball, Robotics, Cub Scouts, Brownies, Community Youth Club, Junior Police Call.

School Mission

In order to achieve our quality education mission, we aim to provide a friendly and excellent learning environment for pupils to learn through a balanced development in all areas: moral, intellectual, physical, social and aesthetic.

School Characteristics

School Management

**School Management Organisation:**  
A School Development Committee is formed under the Incorporated Management Committee (IMC) to manage the school affairs.

**Incorporated Management Committee / School Management Committee / Management Committee:**  
The school is managed by the Incorporated Management Committee (IMC). There are 15 managers in the committee, including sponsoring body managers, school principal, teacher manager, parent managers, alumni manager and independent manager.

**School Green Policy:**  
Positive values in protecting the environment are instilled to encourage pupils to adopt a green life. We maintain a good relationship with some environmental protection organisations to promote the principle to save the Earth.

**School's Major Concerns:**  
We enhance teaching and learning, develop our students' positive values.

Learning and Teaching Plan

**Learning & Teaching Strategies:**  
1) Implement small-class teaching; promote reading to learn and child-centered education theory; encourage pupils to pre-read and finish pre-lesson tasks to initiate and promote self-autonomy in learning.  
2) Develop school-based gifted education curriculum to enhance pupils' leaning ability.  
3) Implement Small Group Remedial Teaching Programme, organize after-school remedial teaching classes to assist pupils' learning.  
4) Use IT to support teaching and learning.  
5) Use Putonghua in Chi. Language Learning in selected classes in each level to upgrade pupils' language ability.  
6) Implement English Drama curriculum to elicit and enhance pupils' language ability and various generic skills.  
7) Adopt various kinds of assessment methods i.e. parent evaluation, self-evaluation, peer evaluation and project learning. Use assessments to assist and improve teaching and learning strategies and to evaluate the teaching and learning performance.  
8) Provide opportunities for pupils to apply their knowledge.

**Development of Major Renewed Emphases of the Primary Education Curriculum:**  
Department of Culture and Education leads the Department of Administration and subject departments to examine the curriculum framework of National Security Education. It ensures that National Security Education is fully implemented systematically through assemblies, territory-wide competitions and parent education, etc. Department of Curriculum leads STEAM Education Team to design cross-curricular curriculum with values education. It cultivates student's innovative thinking, information literacy, sense of national identity, positive values and attitudes. Subject departments participate in support programmes. Knowledge-sharing culture optimises teaching and establishes professional learning communities. Through activities promoting Reading across the Curriculum, including creating picture books, extended reading, e-reading and school-based reading schemes, students' learning and interest are enhanced.

**Development of Generic Skills:**  
Develop various generic skills through the key learning areas and extra-curricular activities.

**Cultivation of Proper Values, Attitudes and Behaviours:**  
"Happiness is my own choice" is our visions that we hope our students to pursue and have good mental state.  
Students learn and apply different routes to a flourishing life. "Happiness slogans" shows different perspectives of virtues, strength and growth mindset elements. They learn and practise them through diverse means.  
Students experience to derive well-being from "Engagement", "Meaning" and "Accomplishment" throughout multidimensional learning processes.  
Teachers and parents join related training programs to enhance positive psychology application. We want to nurture our students to strive for flourish together.

Student Support

**Whole School Approach to Catering for Learner Diversity:**  
1. Enrichment courses are provided or nominated for more able and gifted students.  
2. Students are nominated to participate in various competitions (e.g. academic, P.E., Art etc. ) to broaden their horizons and demonstrate their talents. Subject remedial lessons are provided for students with different needs.  
3. Professional support for students with special educational needs is provided by a school-based educational psychologist and a speech therapist.  
4. 'Understanding Growth and Adolescence Project' by EDB is implemented to provide counselling on personal growth.

**Whole School Approach to Integrated Education:**  
The Students Support Team is led by the Special Educational Needs Coordinator, and consists of the vice principal(administration), the discipline mistress, Student Guidance Teacher, the vice team head of the academic team and Special Educational Needs Support Teacher, etc.  
Support Programmes focusing upon individual needs and competencies. They plan and provide services in different areas including school-based educational psychology service, school-based speech therapy service, subject remedial programme, homework and assessment accommodation for cater the learning needs of students.

**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:**  
Use various modes in formative assessment to find out pupils' strengths and weaknesses. Teachers then use different teaching strategies to ensure easy adaptation and design tailor-made curriculum for the gifted and the less able ones.

Home-School Co-operation and School Ethos

**Home-School Co-operation:**  
The school has established a close parent-school relationship in various ways through lesson observations, parent's days, workshops and talks for parents in different levels on selected themes. The PTA has held interest classes and activities like Annual PTA Picnic Day and etc. to enhance home-school collaboration and relations. The PTA has set up a team of parent volunteers to help the implementation of some school activities as well.

**School Ethos:**  
We put our emphasis on all-round education and promoting positive values of pupils. We are dedicated to equip our pupils with skills to grow in a warm atmosphere through regular personal growth lessons; we organize visits to the elderly's homes and social services to teach pupils how to care for others. All P.5-P.6 pupils are selected for different teams such as perfects and mentoring schemes to build up a harmonious and helpful spirit in school.

Future Development

**School Development Plan:**  
1. Use Putonghua in Chinese Language Learning in selected classes in each level; deploy an additional NET to support NET Scheme from P.1 - P.6.  
2. Implement small-class teaching, based on child-centred education theory, to enhance self-learning skills.  
3. Values education is incorporated among all subjects to promote the idea of "to love our country, our family, others and oneself".  
4. Implement e-Learning in school and use IT to assist pupils' learning, i.e. Campus TV, Distance learning classroom.  
5. Promote school-based curriculum, gifted education and STEAMS Education across subjects by providing relevant learning experience.  
6. Through the cooperation among local teachers, the mainland teacher and NETs on Putonghua and English Speaking Days, to improve their speaking skills.

**Teacher Professional Training & Development:**  
1. Organise school-based and subject-based teacher professional development.  
2. Attend teacher professional development meetings, talks and seminars.  
3. Organise and participate Exchange and Collaborative Projects to visit schools in Mainland for competitions and cultural exchange.

**Others**  
-





## School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Tong Sau Chai Henry, JP	Mr. Lai Tsz Man, MH	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
Hing Tak Public School Limited	Grasp Principles and Cultivate Virtues; Study Diligently and Pursue Excellence.	1954	Chinese & English	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
-	-	\$50	-	Fees for outings, visual arts material fees, etc

## School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
29	1	1	1	English Cafe, Brick Corner, Talent Platform, Arts Museum, Leisure Land, Gym Circle, and etc.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
English Room, Computer Room, General Studies Room, Visual Art Room, Music Room, Dancing Room, Conference Room, STEM Room, Campus TV Station, Counselling Room and PTA Room.				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			45	Total number of teachers in the school		57
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%	36%	66%	28%	12%	60%

## Class Structure

Class Structure			P1	P2	P3	P4	P5	P6	Total
2024/2025 school year		No. of classes	3	4	4	5	4	3	23
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)		No. of classes	4	3	4	4	5	4	24
Mode of teaching at different levels	The teacher-student ratio in classes with more Special Educational Needs (SEN) students is increased in order to practice Small Class Teaching; curriculum and homework accommodations are arranged according to students' differences in learning ability.								
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	No
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					No
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 abilities to practice in life, self-evaluate and self-actualise are our main focuses. Diversified formative assessments and students' portfolios are prepared for parents and students to understand strengths and weaknesses of the students. Instructions for evaluation are set, showing the marking criteria of all subjects, to provide students an obvious and clear learning target.				
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 based on the ratio of boys to girls and their academic achievement. They are taught according to their competence in order to increase their learning effectiveness.				

## 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	12:40 PM - 1:40 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Environmental Education is implemented. The food and drinks provided by the tuck shop and lunchbox menus all comply with the relevant requirements. The School Physical Fitness Award Scheme and wide-ranging health programs are adopted for fostering student's physical and mental health.		To create a healthy school life, we put heavy emphasis on students' and teachers' love and care. We strive to promote a caring school culture. Apart from showing concern towards students' healthy diet and environmental hygiene in school, a series of educational activities including overseas study tours and parent-child activities are held for students, parents and teachers to develop students' personalities.		



Life-wide Learning

In order to enrich students after school activities and enhance students' multiple intelligence skills, our school promotes over 70 kinds of activities. We also have numerous school teams or uniform teams and every year holds many big events for students.

School Mission

Our school upholds the educational spirit of 'Grasp Principles and Cultivate Virtues, Study Diligently and Pursue Excellence', believing that every student has the potential to excel. Through holistic education, we aim to nurture students who love to listen, ask questions, appreciate others, and respect one another. We strive for the all-round development of students in moral, intellectual, physical, social, and aesthetic aspects, fostering self-discipline, self-respect, and respect for others.

School Characteristics

School Management
<b>School Management Organisation:</b> The highest decision-making body is the sponsoring body, Hing Tak Public School Limited. Under its governance, the Incorporated Management Committee (IMC) oversees the school's operations, with the Principal managing the Vice- Principals, the heads of various functional groups, Subject Panel Heads, teaching staff and supporting staff.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> The IMC of the school has 18 board managers. 10 managers are from the sponsoring body (including the Supervisor). Other board managers include the principal, 2 parent managers, 2 teacher managers, 1 alumni manager and 2 independent managers.
<b>School Green Policy:</b> 1. A variety of trees and flowers are planted across the campus to promote a sustainable and ecological environment. 2. Environmental protection is integrated into all subjects, and eco-ambassadors are appointed to promote sustainable development. 3. Students actively participate in planting activities and campus clean-ups to enhance their environmental awareness. 4. Energy-saving measures, such as energy-efficient lighting are implemented. 5. Water conservation awareness is promoted. 6. Healthy eating habits are encouraged, and eco-friendly utensils are promoted to minimize waste.
<b>School's Major Concerns:</b> 1. Improve students' learning confidence and their learning efficiency. 2. Strengthen positive campus culture and focus on cultivating students' patriotic concepts and healthy life attitudes.
Learning and Teaching Plan
<b>Learning &amp; Teaching Strategies:</b> 1. Create different contexts to cultivate students' bilingual and trilingual abilities. 2. Foster students' reading habits, skills, and create a conducive reading atmosphere. 3. Encourage scientific inquiry learning to stimulate students' creativity and develop their self-learning abilities. 4. Cater to student diversity by implementing gifted education and guidance teaching. 5. Utilize diverse teaching strategies, including group cooperation and problem-based learning, to meet the learning needs of different students.
<b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b> 1. Develop students' learning abilities and interests, laying a solid foundation for their comprehensive development in knowledge, skills, values, and attitudes. 2. Emphasize the cultivation of national consciousness, Chinese culture, values education, active learning, STEAM education, media and information literacy, healthy lifestyles, and holistic development.
<b>Development of Generic Skills:</b> 1. The Chinese Language subject cultivates students' abilities in communication, creativity, critical thinking, and systematic thinking through reading, writing, listening, and speaking activities. 2. Mathematics, Humanities, Science and project study develop students' abilities in self-management, research, problem-solving, critical thinking, and computation.
<b>Cultivation of Proper Values, Attitudes and Behaviours:</b> 1. The school will assist students in establishing positive values and attitudes, enhancing their judgment, adaptability, and autonomy when facing difficulties through moral education activities and personal growth programmes. 2. Foster a positive school culture and environment that promotes respect, cooperation, fairness, and care. 3. Encourage students to participate in community service and public welfare activities, allowing them to experience the importance of caring for others and contributing to society.
Student Support
<b>Whole School Approach to Catering for Learner Diversity:</b> Throughout the 2024-2025 academic year, we have continuously provided 8 After-school Tutoring Classes per week with a maximum of 10 students per class. The total quota was around 80 students.
<b>Whole School Approach to Integrated Education:</b> "Whole School Approach" aims at embracing a mutually inclusive culture, enhancing stakeholders' understanding and acceptance toward students with Special Educational Needs, and providing the students with appropriate assistance. In order to support students in need, the Student Support Team assists the school in imposing the "Whole School Approach" by establishing an inclusion policy and managing additional resources and manpower. Moreover, a regular communicating mechanism has been developed so that the school may cooperate with the parents and provide an adapted curriculum and diversified teaching approaches to students with different abilities, based on their different needs.
<b>Education Support for Non-Chinese Speaking (NCS) Students:</b> Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning 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.
<b>Curriculum Tailoring and Adaptation:</b> School-based gifted education is promoted on both academic and affective aspects to realise whole-person development. We develop school-based curriculums and improve teaching effectiveness through co-plannings. Moreover, learning differences are undertaken by using teaching strategies. Exam adjustments and measures are available for students with special education needs.
Home-School Co-operation and School Ethos
<b>Home-School Co-operation:</b> The primary objective of the Parents Teachers Association is to promote close cooperation between parents and the school. It provides a formal venue for parents to participate in and assist with school activities. These activities serve as a platform for teachers and parents to exchange their views and cooperate with one another. The PTA organises volunteer work, recreational activities and parental education talks to facilitate the exchange of insights and experiences between parents and teachers on child upbringing. By doing so, home-school cooperation helps teachers and parents devise appropriate teaching methods for the healthy growth of the students.
<b>School Ethos:</b> 1. We pay special attention to students' moral education. We aim to train students to be self-disciplined and aware of their own personal short-comings and to reinforce their positive learning spirit. 2. The school emphasises the establishment of a caring campus and a caring environment for students to facilitate their learning. 3. We provide a leadership training programme for students to cultivate leadership skills. 4. Under the one student-one task scheme, every student needs to take up a role to nurture their sense of responsibility.
Future Development
<b>School Development Plan:</b> 1. Promote biliteracy and trilingualism continuously. 2. Develop diversified extra-curricular activities. 3. Develop and apply artificial intelligence to teaching. 4. Actively seek more external resources to develop the school continuously. 5. We inherit Chinese culture. 6. Our school is a Tencent Pilot School.
<b>Teacher Professional Training &amp; Development:</b> Our staff development day is held at least 3 times a year to enhance teachers' teaching capacity. Regular peer lesson observations, co-lesson planning sharing and action research are organised throughout the year. Our school has collaborated with the local universities and post-secondary institutions.
Others
Our school has joined the support programmes launched by the EDB.





# 東華三院鄧肇堅小學 TWGHs Tang Shiu Kin Primary School

On Ting Estate, Tuen Mun, N.T.

24030311

24597235

tskps@tungwah.org.hk

http://www.twghtskp.edu.hk

71

POA School Net No.

## School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Choi Ka Yee Crystal	Mr. Chung Ka Ming Kamins	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					92%
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	1981	Chinese (incl.: Putonghua) and English	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
-	-	\$80 (Charged once only)	\$450	-

## School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
32	2	1	1	All classrooms are well-equipped with air-purifiers, fan, heaters, air-conditioners, computers, interactive white boards and projectors.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Stadium, STEAM Lab, Distance Learning Classroom, Computer Assisted Learning Room, Library, Music Room/Dancing Room, Visual Arts Room, Remedial Teaching Rooms, Multi-purpose Room, Pet Home and Harmony Space.				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				55	Total number of teachers in the school		58
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%	31%	67%	17%	21%	62%	

## 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	1. The school implements small class teaching which emphasizes student engagement and peer interaction. 2. Activity-based teaching approach and cooperative learning is adopted to enable students to learn happily through games and activities. 3. Implement e-learning to support self-directed learning.						
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					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 per year, making greater use of the assessment for learning approach to enhance learning, i.e. project learning, presentation, daily assignment, dictation, quizzes and online assessments.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	All levels are divided into classes according to the average performance of students, and there are no elite classes. High levels students are streamed in English lessons according to their English language proficiency so as to preparing students to transit from primary to secondary I				

## School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	10	35 mins	8:10 AM	3:20 PM	1:00 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. Students have 100 minutes break per whole-day school. 2. The school participates in the School Physical Fitness Award for the sake of students' health. 3. Promote healthy eating, the school has been awarded as Eat Smart School under the "EatSmart@school.hk" Campaign (ESS Campaign).		The timetable is divided into a.m. and p.m. section. Core subjects i.e. Chinese, English, Mathematics, General Studies, Physical Education, Music, Visual Arts and Computer Literacy are arranged in the a.m. section. A great variety of activities like STEAM courses, aviation programme, Moral Education lessons and remedial classes are arranged in the p.m. section.		



Life-wide Learning

The school aims at nurturing students' multi-intelligence and provides a great variety of extra-curricular activities for them including academic activities: Cambridge English, English drama, Mathematical Olympiad etc.; music activities: string and wind orchestra, percussion music etc.; sports activities: football, swimming, ballet, Latin dance, Hip Hop etc.; social service activities: scouts, CYC etc.; art activities: watercolor painting, Chinese painting etc.; STEAM activities: young pilot scheme, coding, AI etc.

School Mission

School motto: 'Diligence, Frugality, Loyalty and Faithfulness'. We are committed to building a caring and cheerful school for students' success, achieving all-round development of students and enabling them to explore their full potential.

School Characteristics

School Management
<b>School Management Organisation:</b> Led by the principal and vice principals, the three school development committees cooperate to coordinate the school's administration, curriculum, development and student development.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> IMC has been established for fifteen years, with committee members from the sponsoring body, teaching staff, parent and alumni.
<b>School Green Policy:</b> 1. Adopt a holistic Green Campus policy; 2. Invite organizations to the school to hold activities to promote environmental protection messages. 3. Encourage students to participate in various eco-friendly activities e.g. Planting ambassador, Shiu Kin Farmer.
<b>School's Major Concerns:</b> 1. Healthy Living & Positive Mindset 2. Enthusiastic Readers & Extensive Reading 3. Learning to Learn & Joyful Learning
Learning and Teaching Plan
<b>Learning &amp; Teaching Strategies:</b> 1. Focus on developing the school-based English curriculum: Emphasise on building solid foundation, enrich English learning with extensive reading and various learning activities. Our school also stimulates students' interest in learning through Game Lesson, English drama and other learning activities. 2. Let our students learn joyfully, we would facilitate our lessons through small class teaching, group activities, group projects, game-based learning and theme based "Learning By Doing"(LBD). 3. Use e-learning tools and platforms to enhance students' learning effectiveness. 4. Computer programming courses, Artificial Intelligence cognition, flight Simulator courses develop students' logical and computational thinking abilities. 5. Develop students' interest in reading extensively and cultivate a habit of reading via different reading programmes and activities.
<b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b> 1. P.1 to P.3 school-based Humanities curriculum is adopted the "Learning By Doing" curriculum to promote students' self-directed learning. Students' learning progress is assessed through project learning and student learning process and no examination. 2. Enrich students' learning experience through thematic learning, interdisciplinary learning, study tours and overseas exchange activities. 3. Integrate Chinese culture into cross-curricular learning during different Chinese festivals. For example, the "Chinese Culture Week" is held before the Lunar New Year. The school cooperates with external organizations to set up "Ji Gu Village" in the school. Students participate in different Chinese cultural activities, such as face-changing performances which is to understand traditional Chinese culture from multiple perspectives. 4. Integration of scientific research in school-based curriculum to foster innovation and problem-solving skills. And develop programmes of coding and AI in Computer Studies.
<b>Development of Generic Skills:</b> Our school offers 'Global Civic Education' to enhance students' critical thinking and research skills. We also cultivate pupils generic skills through scientific inquiry learning, STEAM education, Coding programming, cross-curricular activities, field trips and interschool competitions. We are committed to improve students' creativity, critical thinking and communication skills.
<b>Cultivation of Proper Values, Attitudes and Behaviours:</b> Our school places great emphasis on the cultivation of values and has designed a unique school-based moral education curriculum. The school has received The Outstanding Teaching Award for Moral Education from the Education Bureau for three consecutive years, which demonstrates not only our forward-thinking philosophy but also our successful implementation of moral education. We believe in the importance of national and state security education, positive education, and life education. Through diverse curriculum activities, we aim to enhance national identity, promote students' sense of well-being and resilience, and help students develop a proper understanding of life, as well as learn how to protect and respect life.
Student Support
<b>Whole School Approach to Catering for Learner Diversity:</b> 1. Implement school-based multiple intelligence activities to develop students' potential. 2. Encourage students to participate in competitions.
<b>Whole School Approach to Integrated Education:</b> 1. Establish Student Support Team (SST) to provide students with Specific support measures such as group trainings, remedial classes, homework arrangement, teaching arrangement and special assessment arrangement etc. 2. Arrange a school-based educational psychologist, a school-based speech therapist and school social workers to support students and parents.
<b>Education Support for Non-Chinese Speaking (NCS) Students:</b> 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. Arrange the Reading Associated Teacher Programme and the Reading Group for building a solid foundation in the language.
<b>Curriculum Tailoring and Adaptation:</b> 1. Participate in curriculum co-planning projects organized by different universities and institutes to boost the effectiveness of teaching and learning and gifted education. 2. Enhance students' performance through nurturing various generic skills in the school-based curriculum. 3. Enhancement curriculum for gifted students. 4. Transition support and curriculum tailoring for primary one students and no examination in Semester 1 for helping them to adapt to the primary school life.
Home-School Co-operation and School Ethos
<b>Home-School Co-operation:</b> 1. Parent-teacher association regularly organizes parent-child activities to promote parent-child relations and parent-to-parent communication. 2. Parents' schools are organized to carry out parent education courses and strengthen parent education. 3. Establish a parent volunteer team to support teachers' teaching and assist students in their growth. 4. Establish a parent learning community to create a closer relationship between the family and the school, as well as to establish a network of mutual support among parents, and encourage parents to adopt a positive attitude to educate their children.
<b>School Ethos:</b> 1. We aim to encourage them to participate in school events so as to maximize their own potentials, promote their positive values, self-respect and the spirit of helping others. 2. We emphasize students' growth and take comprehensive care of students' physical and mental growth through whole-school participation. 3. We provide a wide range of preventive and developmental programmes catering for the developmental needs of all students from childhood to adolescence. 4. In addition, our school emphasizes classroom management; different kinds of inter-class competitions and rewarding schemes are launched. We hope to enhance the students' sense of belonging to school and strengthen the relationship among peers, teachers and students so as to cultivate a caring school culture.
Future Development
<b>School Development Plan:</b> 1. Healthy Living & Positive Mindset 2. Enthusiastic Readers & Extensive Reading 3. Learning to Learn & Joyful Learning
<b>Teacher Professional Training &amp; Development:</b> 1. Based on the school concern of each year, the school introduces various school- based staff development activities. There are staff development days and some professionals from the education field are invited to provide school assistant services to enhance teachers' teaching and students' learning, so students' talents can be fully developed. 2. To enhance teaching effectiveness, collaborative lesson preparation periods, lesson observations, post-observation discussions, teaching sharing workshops, and specific professional development activities are organized.
Others
After the coronavirus outbreak, since 2022, students have travelled all over the world, including the United Kingdom, Finland, Canada, Australia, Denmark, Japan, South Korea and Austria; and they have also visited many places in Mainland for exchanges, including Beijing, Shanghai, Nanjing, Chengdu, Chongqing, Changchun, Shenyang and Hainan. This has broadened students' world vision and helped them understand the motherland.





仁濟醫院何式南小學  
Y.C.H. Ho Sik Nam Primary School

Standard Primary School Area 16, Tuen Mun, N.T.

24510325

mail@hosiknam.edu.hk

24508514

http://www.hosiknam.edu.hk

71

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Ho Tak Sum	Ms. Yip Wai Ting Vashti	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
Yan Chai Hospital	Serving the Community in the Spirit of Benevolence	1985	Chinese & English	Nanny van	About 2000 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
Yan Chai Hospital No.2 Secondary School			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
-	-	\$30	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
27	2	1	1	Whole-school WiFi network has been established. Tablets and interactive whiteboards have been purchased for the implementation of eLearning.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
A custom designed arena specially built for out 'META' curriculum, VR World Map, Chinese Culture Room, Computer Room, Art Room, Library, Basketball court, STEAM 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			39	Total number of teachers in the school		43
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%	44%	79%	12%	24%	64%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year		No. of classes	2	2	4	3	4	4	19
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)		No. of classes	2	2	2	4	3	4	17
Mode of teaching at different levels	The school focuses on holistic education and bi-literacy and tri-lingualism and enriching our children's learning experience. In addition, with the advantage of small class teaching, activity teaching can be conducted in different study groups. Also, by doing diversified assessment for learning, it can accelerate students' learning ability.								
Remarks	For P.2-P.6 pioneer classes, English is used as the medium of instruction to enhance students' English standard. Moreover, we are committed to promote the "An Art & a Sport for Life" scheme, pull-out training will be provided for pupils according to their own skills and potentials to achieve 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)		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	We provide our students of different abilities with different modes of assessment for learning, including both formative assessments and graded summative assessments. We have offered our students opportunities to apply their generic skills through cross curriculum learning, value education and STEAM learning to acquire proper values and attitudes.						
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	From P.2 to P.6, English as the medium of instruction is used in pioneer classes. Other classes are organized into 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	35 mins	8:00 AM	3:15 PM	12:45 PM - 1:40 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	The school promotes a healthy school policy and related activities. They include healthy eating at school, Vegetable day, fruit day, a physical fitness scheme, diverse sport activities, sex education and talks on hygiene.		Students can join training courses and other activities after school every day. School ends at 2:15p.m. every Wednesday.		



Life-wide Learning

In order to develop students' potentials, we provide a wide range of extra-curricular activities, including academic, arts, sports interest and social services such as Maths Olympiad Course, Cambridge English Course, Chinese Dance Team, Latin Dance Team, Marching band, Chinese Orchestra, Handchimes, Handball, Rugby, Floor curling, Girl Guides, Cub Scouts, Constitution and Basic Law student ambassadors, STEAM team, Chess playing, Roller skating, HSN Art ambassadors and Fencing etc. Students' interests can be fully catered.

School Mission

In accordance with the school's motto "Serving the Community in the Spirit of Benevolence", we are dedicated to provide whole person educational services of high quality.

School Characteristics

School Management

School Management Organisation:

Incorporated Management Committee > School's Supervisor > Principal > Deputy Principals > Administration Committees > Function Groups

Incorporated Management Committee / School Management Committee / Management Committee:

Incorporated Management Committee was established. Members include School's Supervisor, Sponsoring Body Manager, Principal, Parent Manager, Alumni Manager and Teacher Manager.

School Green Policy:

Green school, keeping the school clean, environmental education, environmentally-friendly facilities, save resources.

School's Major Concerns:

- 1. To enhance students' self-learning ability and promote reading atmosphere.
- 2. To love myself, my school and my country.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. Students' English standard is enhanced by setting up pioneer classes from P.2-P.6.
- 2. Diversified extra-curricular activities covering both academic and leisure are organized every Saturday to enhance students' multiple intelligences.
- 3. School-based Moral Education Curriculum, personal growth education, weekly assemblies and library lessons are held to cultivate students' positive values.
- 4. Cross subject learning activities, especially the launch of STEM, are organized to scaffold students' knowledge and develop their generic skills.

Development of Major Renewed Emphases of the Primary Education Curriculum:

To keep abreast with new educational trends, 'META', a school-based STEAM curriculum, was developed. META includes the following learning themes: Marine, Earth, Aerial, and Technology. Investments in additional resources were made in the form of a custom designed arena and immersive technologies like AR and VR. In addition to pioneering the implementation of advanced methods and technologies, the school has placed further emphasis on creating a language rich environment. Activities such as Halloween Day and English Superhero Day have been organised to create authentic language acquisition opportunities.

Development of Generic Skills:

Develop students' generic skills by integrating the skills into the school curriculum design and cross-curriculum learning.

Cultivation of Proper Values, Attitudes and Behaviours:

A school-based programme named 'Share, Like & Inspire' has been implemented to build up students' confidence and encourage them to express themselves. Through the programme, students can focus more on their health so as to live with a healthy lifestyle.

Student Support

Whole School Approach to Catering for Learner Diversity:

SENCO and SENSTs lead and develop strategies in helping students with special educational needs. The school also carries out remedial classes and programmes to enhance students' achievements in basic competency. In addition, enrichment classes are organized to nurture excellence. Students of different abilities are well catered for.

Whole School Approach to Integrated Education:

- The school has established a Student Support Team (SST) to provide support to students with Special Educational Needs (SEN) with the following strategies.
- 1. To set up after-school tutorial lessons for students. Chinese, English and Mathematics lessons are provided to students in need.
  - 2. To deploy a school-based educational psychologist and a school-based speech therapist periodically in school to assess and give professional support to students with SEN.
  - 3. To provide and arrange different kinds of assessment accommodations, such as lessons and syllabus, examinations, dictations, homework and assignments.
  - 4. To utilize community support for students to enhance their abilities on social skills, self-caring and compliance to discipline.

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; 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:

Make good use of assessment for learning, students are able to learn in interactive learning process. We aim at uplifting students' learning motivation and reinforce their learning. School's support would be dedicated to different ability groups.

Home-School Co-operation and School Ethos

Home-School Co-operation:

One parent representative joins the IMC as the Parent Manager, plays an important role in decision making of the school. PTA holds different functions each year to build good home-school collaborations and relations.

School Ethos:

- The school has harmonious and supportive ethos as teachers work closely with different groups of stakeholders such as parents and alumni:
- 1. The Parent-Teacher Association was set up in 1995 for the purpose of enhancing the liaison between the school and parents. Seminars on parenting are organized every school year. We believe a closer link may benefit students' development. Also, the Alumni Association was set up in 2001 and membership keeps expanding.
  - 2. Bridging programmes and summer camp for pre-P.1 students are held during summer holidays so as to help them adapt well to the changing demands of a new learning environment.

Future Development

School Development Plan:

- 1. Optimize learning and teaching to enhance the effectiveness in learning.
- 2. Cultivate students' proper values and reinforce a sense of belonging to school of teachers, students and parents.

Teacher Professional Training & Development:

Our teachers are keen learners. They are committed to not only teaching but also learning. Ongoing teacher professional training and development is implemented in various ways such as teaching practicum, action plans, workshops, seminars, cooperative teaching, co-planning, peer observation of lessons, school visits, exchanges, sharing and reflection.

Others

The students of our school performed outstandingly in public competitions. In the 61st School Dance Festival, the Chinese dance team of our school won six honorable mentions and two choreography awards, and won the Chinese dance troupe among primary schools in Hong Kong Overall runner up. The handball team also achieved great results in the inter-school five-a-side handball competition among primary schools in Hong Kong. Some players passed the selection and were selected as members of the Hong Kong U13 Handball Team with outstanding results. In addition, the school's recitation performance has also achieved great results. In the 76th Hong Kong School Recitation Festival, it won the championship of Boys' Grade 4-6 Group English Poetry Recitation. In addition, the choir team won a silver award in the 77th Hong Kong Music Festival.





仁愛堂劉皇發夫人小學

Y.O.T. Madam Lau Wong Fat Primary School

🏠 Estate Primary School No. 6, On Ting Estate, Tuen Mun, N.T.

📞 24510372

✉️ mlwf@yotps.edu.hk

📠 24417784

🌐 http://www.yotps.edu.hk/

71

POA School Net No.

### School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Ng Sui Lun	Ms. Lau Siu Wai Maggie	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
Yan Oi Tong	Charity, Caring, Honesty, Diligence	1984	Chinese	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
-	-	\$30	\$300	Replacement of student card: \$35

### School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	Tuck shop
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Besides the basic special rooms, YOTIES' Life Education Corner, YOTMLWFPS EcoPark, STEM room and Chinese Medicine Garden are also added.				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				28	Total number of teachers in the school		31
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	
77%	97%	13%	77%	29%	35%	36%	

### Class Structure

				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year				No. of classes	1	1	2	3	3	13
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	2	1	1	2	3	12
Mode of teaching at different levels		Small class teaching mode								
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	2 examinations per year, together with different types of formative assessments for the main subjects at the completion of every unit.				
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	Primary 1: one English Elite Class (EEC) is formed. Primary 2: Mixed ability. Primary 3 to 6: To enhance the delivery of suitable educational programmes catering for individual needs. Remarks: Class 3B, 4B, 5B and 6B are e-classes (BYOD).				

### 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	8:00 AM	3:00 PM	1:10 PM - 2:10 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	We monitor the nutritional proportion of the lunch boxes provided by the caterer regularly to enhance pupils' health habits.		-		



Life-wide Learning

PE special lessons such as KS1 swimming classes, fencing, rugby, ice hockey and Bing Dao have been added. We are experienced in organising festive activities in order to let students perform, serve others and learn in a fun way. We organise several outings for the students to get to know our communities by providing services and visitations.

School Mission

In line with the school's motto, viz. Charity, Caring, Honesty and Diligence, we provide quality education and promote an all-round development of children by advancing their moral, academic, physical, social, artistic and personal skills in a caring, happy and secure environment.

School Characteristics

School Management

School Management Organisation:

The School is managed by its Incorporated Management Committee, the headmistress and various administrative working groups are responsible for monitoring the development of the school in order to improve teaching/learning strategies.

Incorporated Management Committee / School Management Committee / Management Committee:

The school has formed the Incorporated Management Committee. It includes representatives from the Sponsoring Body, the community and the school, viz. board directors, parents and teachers.

School Green Policy:

We promote Green School Policy. Besides plastic bottle and paper-recycling, we also encourage our pupils/parents to reuse their old school uniform.

School's Major Concerns:

- 1. Develop innovative technology education and integrate it with cross-curricular learning to promote diversified learning.
- 2. Implement positive education to establish a positive mindset and promote a healthy atmosphere for the body, mind, and spirit on campus.
- 3. Develop courses that inspire potential, discover individual talents and strengths, and enrich students' diverse experiences.

Learning and Teaching Plan

Learning & Teaching Strategies:

Developing an e-Learning platform using quality course materials with well-designed interactive Apps and Software in order to effectively facilitate multi-modal learning activities as well as establish fresh and interactive experiences for our teachers and students. We organize different theme based activities e.g. Mid-Autumn Festival, All Hallows' Gala and YOTIES' International Day in order to inspire students' learning experience. We have professional support from other organizations to improve teaching strategies through co-planning and lesson observations of the main subjects.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Some knowledge have been added to some related topics in order to enhance moral education. Besides, a thematic learning project have been set up based on the topic, Chinese culture in order to build up students' knowledge about that.

Development of Generic Skills:

The generic skills of the pupils are developed through group learning, project learning, thematic learning and extra-curricular activities.

Cultivation of Proper Values, Attitudes and Behaviours:

The assembly and moral education have been set up with different themes by the Moral and Civic Education Team and Counselling Team which help students to build up positive values such as 'Positive mindset', 'Diligence', 'Respect' and so on.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1. Extra tutorials for main subjects are provided for students in need.
- 2. Changeling questions have been added to the assignments so that students can answer the questions according to their abilities.
- 3. We have an English Elite Class (EEC) for Primary 1 that teaches Mathematics, General Knowledge, Visual Arts, Computer Studies, and Library Studies in English, establishing a solid foundation in English for the students.
- 4. Homework tutorials have been added in order to guide students to complete their homework.
- 5. After school care programme services are provided to assist students' homework and revisions.

Whole School Approach to Integrated Education:

Our school implements the "Whole School Approach to Integrated Education" through the establishment of a "student support team". Various work plans and coordinating mechanisms have been formulated, and different support services and activities for students in need have been provided strategically and systematically. Different schemes have been implemented such as adapting plans for teaching, homework and assessments, mentoring group, social training group, remedial classes, school-based speech therapy service, individual education plans and workshops for parents. Our school enhances the quality of Integrated Education and caters for diversified learning needs. Besides, our school counsellors also support inclusive school and counselling for the students.

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. Through the funding of the Education Bureau, we offer Chinese classes after school for non-Chinese speaking (NCS) students and conduct outdoor tours to enable students to experience Hong Kong culture. Moreover, some NCS teachers and teaching assistants are hired to communicate with parents.

Curriculum Tailoring and Adaptation:

Assignments for pupils are designed according to their abilities. Intensive Remedial Classes are provided to cater for the pupils' learning diversity.

Home-School Co-operation and School Ethos

Home-School Co-operation:

PTA is established to develop a strong and co-operative bond with our families. We encourage parents to actively participate in workshops, volunteer works and outdoor activities. Our school has a team of parent volunteers to assist in the development of our school. They help organize some of the extra-curricular activities such as sports day and campus decoration in order to be the role model of their children. Besides, we also hold parent morning tea gatherings regularly in order to share the school issues with the parents.

School Ethos:

- 1. We design various programmes such as counselling, moral education, civic education and learning team to help pupils take an active role in school and community services, subject to their individual differences.
- 2. To promote the spirit of love and care and cultivate a sense of belonging in Hong Kong, we aim to foster gratitude and compassion towards the people around us.

Future Development

School Development Plan:

- 1. Organize some co-curricular activities during lessons to arouse students' learning interest.
- 2. Received Inviting School Award by enhancing students' motivation and confidence through high-level showcases of their work.

Teacher Professional Training & Development:

We joined EDB School-based support (Primary 4 Mathematics and General Studies) to improve the teaching skills and lesson design of the teachers.

Others

- 1. Make good use of Yan Oi Tong Choi Wong Ling Ling Education Fund to promote Chinese culture by setting up a Chinese Medicine Garden in order to promote healthy diet.
- 2. Set up YOTIE Eco Garden for hydroponics and train some students to be animal keepers in order to build up their responsibility and caring for animals.
- 3. Promote experiential learning by organizing whole school subject events, e.g. Light Show and Chinese Culture Day in order to make students learn in a funny way.





# 保良局香港道教聯合會圓玄小學

Po Leung Kuk Hong Kong Taoist Association Yuen Yuen Primary School

26 Tsing Hoi Circuit, Castle Peak Road, Tuen Mun, N.T.

24501588

info@yyps.edu.hk

24042714

http://www.yyps.edu.hk

Not applicable

POA School Net No.

## School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Ho David, BBS, JP	Ms. Chiong Mei Chun	Established	DSS 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
Po Leung Kuk	Love, Respect, Diligence and Integrity Upright Morals and Virtues	2005	English	School Bus	About 3500 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
-			-		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
\$13,150 in 10 installments	-	\$50	-	Exercise books, project & theme learning materials, visit fee; Fees for lunch, bus or ECA if needed.

## School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	3	1	1	Angela Leong On Kei Swimming Pool Complex has a 5-lane, 25-metre heated pool kept at a warm temperature. The complex also provides other open areas.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
The school building is seven stories high and includes a library, two music rooms, a SMART garden, a STEAM lab, a Science Hub, a visual art room, a computer room, a basketball court, and two playgrounds.				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			-	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
72%	100%	25%	47%	48%	20%	32%

## 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 (Based on the approval of EDB in 2025)	No. of classes	-	-	-	-	-	-
Mode of teaching at different levels	We adopt theme-based learning and co-teaching approach. TWO teachers teach collaboratively in most lessons.						
Remarks	-						

## Performance Assessment

Number of test(s) per year (P1 only)	2	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)	3	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 embraces a variety of assessment methods to cater to different learning styles. These include group discussions, presentations, and other interactive activities. We aim to create an inclusive environment that supports every student's unique learning journey.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	Mixed ability classes from Primary 1 to 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	8	40 mins	8:10 AM	3:00 PM	12:05 PM - 1:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	The school prioritizes holistic student well-being through the "Eat Smart School Accreditation Scheme" and the "School Sports Programme." Our focus includes nutrition education, physical activities, and mental wellness projects. We also promote sustainability with energy efficiency and environmental education.		Students will have their lunch together with teachers to provide opportunities for more interactions and conversations beyond the classroom.		



Life-wide Learning

The school offers nearly 100 activities. In sports, we have athletics, swimming, football, table tennis, basketball, badminton, cheerleading, folk dance, Chinese dance, hip-hop, and fencing. In the arts, we provide music-related activities such as choir, orchestra, vocal class, and musical theatre. Academically, we have debate teams, choral speaking teams, math Olympiad teams, and STEM enhancement classes.

School Mission

- 1. To provide diverse learning experiences and opportunities to our students and enable them to discover and develop their potential.
- 2. To create an inviting community that is conducive for learning and growth.
- 3. To instill in our students' positivity, perseverance, love and compassion so that they can become productive members of society.

School Characteristics

School Management

School Management Organisation:

Incorporated Management Committee, Administrative Teams & Subject Teams

Incorporated Management Committee / School Management Committee / Management Committee:

Incorporated Management Committee has been successfully implemented.

School Green Policy:

The curriculum and extracurricular activities (ECAs) are designed to cultivate students' environmental awareness, appreciation for nature, and practical skills to contribute to sustainable living.

School's Major Concerns:

- 1. To implement new and improved strategies for catering to the diverse learning needs of our students
- 2. To promote positive attitudes within our school community

Learning and Teaching Plan

Learning & Teaching Strategies:

Our curriculum takes a thematic approach, incorporating cross-disciplinary and group-based learning models. Relevant subject knowledge is integrated into subjects like arts, music, and general studies, allowing students to explore diverse global cultures and traditions as part of the learning process. This not only enhances the enjoyment of learning but also improves overall quality, helping to cultivate students' worldviews.

Furthermore, the school places great emphasis on fostering a reading culture. Students are encouraged to read and write extensively, and their performance in these areas is commendable.

Development of Major Renewed Emphases of the Primary Education Curriculum:

We strengthen values education, including life education, national education, and national security education. We make good use of learning time and create space to promote balanced physical and mental development. We enrich life-wide learning experiences and promote whole-person development. We better cater to learner diversity. We reinforce STEAM education and nurture students' media and information literacy. We strengthen cross-curricular learning and reading across the curriculum to develop lifelong learning capabilities. We also enhance assessment literacy to promote the effectiveness of learning and teaching.

This comprehensive approach aims to cultivate students' values, support their holistic growth, address individual needs, integrate interdisciplinary knowledge, and improve assessment practices—all with the goal of empowering students to become well-rounded, lifelong learners.

Development of Generic Skills:

Our school embraces an interactive, student-centered approach to teaching. This pedagogical model is designed to cultivate students' learning interests and equip them with essential generic skills, such as analysis, problem-solving, and effective communication. By weaving these competencies into our curriculum, we aim to empower students to become active, engaged learners who can successfully navigate the complexities of the modern world.

Cultivation of Proper Values, Attitudes and Behaviours:

Our school actively promotes positive values, attitudes, and discipline through our weekly Multi-Intelligence and Moral Education (M&M) lessons. These integrated sessions are designed to cultivate students' character development, social-emotional intelligence, and ethical decision-making skills. By holistically addressing the intellectual, moral, and behavioral aspects of learning, we strive to nurture well-rounded individuals who embody the virtues needed to thrive in the 21st century.

Student Support

Whole School Approach to Catering for Learner Diversity:

To cater to individual learning differences, we employ flexible instructional approaches, including split classes and co-teaching for select subjects.

Whole School Approach to Integrated Education:

Our school implements a comprehensive, whole-school approach to integrated education. The Student Support Team designs tailored policies and support services to address the diverse learning needs of our students. Key support measures include an "Early Identification and Intervention Programme" for Primary 1 students with learning difficulties, provision of on-site school-based speech therapy, and assessment accommodations and modifications.

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

Our school provides additional support for NCS students to facilitate their 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 our school uses Putonghua to teach Chinese in all classes / groups at all levels with extra support, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc..

Curriculum Tailoring and Adaptation:

Our school takes a tailored approach to curriculum development and course design. We formulate school-based curricula and selectively modify existing programs to best suit the individual requirements of our learners.

This adaptive, student-centric model allows us to craft learning experiences that are engaging, challenging, and supportive for each student. By aligning content and delivery with their unique strengths, interests, and developmental stages, we empower learners to thrive academically, socially, and holistically.

Home-School Co-operation and School Ethos

Home-School Co-operation:

We maintain close communication with parents through circulars, gatherings, and joint activities with the Parent-Teacher Association.

School Ethos:

Our school places great emphasis on moral education, aiming to nurture students of strong character who care for others, serve the community, and lead with independent, innovative thinking. We are dedicated to developing well-rounded global citizens driven by ethical values and a commitment to the greater good.

Future Development

School Development Plan:

Our school is committed to providing a well-rounded educational experience. We cultivate an immersive English learning environment, nurture innovative scientific and technological talents, foster a vibrant musical atmosphere, optimize campus facilities for effective teaching and learning, and offer diverse ECAs to inspire students' full potential.

Teacher Professional Training & Development:

Through continuous training, collaboration, and the integration of innovative best practices, we empower our faculty to deliver engaging, impactful lessons that unlock students' full potential.

Fee Remission

Our school offers full school fee remission or 1/2 school fee remission. Needy students, including those from families receiving the Comprehensive Social Security Assistance (CSSA) and students receiving financial assistance provided by the Student Finance Office of the Working Family and Student Financial Assistance Agency (WFSFAA), could apply for fee remission.

- Newly admitted students could apply for the school fee remission after 6 week(s) of commencement of the new school year. Application results will be announced within 6 week(s) after submission of applications.

- Please visit the web-link in our school's website for details of school fee remission scheme, including the family income limits.

Others

Our school facilitates overseas exchange programs, allowing students to immerse themselves in local cultures by staying with host families and attending schools in countries like the US, Canada, and Australia.