



中華基督教青年會小學
Chinese Y.M.C.A. Primary School

Tin Fu Court, Tin Shui Wai, Yuen Long, N.T.

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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Yeung Pee Tak Peter	Ms. Mah Wing Yee Vernier	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
Chinese YMCA of Hong Kong	Full development of Spirit, Body and Mind.	2000	Chinese	School Bus	About 5575 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
-			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$40	Fees for specific purposes: \$400	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
33	4	1	1	3 Remedial teaching / counselling rooms.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
English Wonderland, Steam Lab room, Chinese Culture Room, Visual Art room, Metaverse room, Music room, Student Activity Centre, Smart Sports Centre, Counselling 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				56		Total number of teachers in the school		63					
Qualifications and professional training (%)						Years of Experience (%)							
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above		Special Education Training		0 - 4 years		5 - 9 years		10 years or above			
95%		100%		44%		14%		22%		36%		42%	

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. Different pedagogies (especially Brain-based learning strategies) are adopted to enhance learning and teaching effectiveness. 2. Remedial classes are arranged to narrow the learning gap. 3. Whole school approach to cater for different learning needs.								
Remarks		Small class teaching approach is undertaking for all classes to cater individual differences among students.								

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		0	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		0	Number of exam(s) per year (P2 to P6 only)		2		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	1. Formative and diversified assessment. 2. Summative assessment: P.1 No exams in the year; P.2 to P.5 - twice a year. P.6 three times a year 3. Assessment of generic skills through project learning.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	1. Students are evenly grouped in different classes according to their academic performance. No streaming classes arrangement. 2. Based on the abilities of students, teachers adopt the curriculum and design learning materials to cater for learning 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	6	40 mins	8:10 AM	3:00 PM	1:00 PM - 2:10 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	"Healthy campus" has been one of the goals of a long-term development plan of our school. We have participated in the Quality Education Fund "Thematic Network on Healthy Schools". With the help of self-assessment and monitoring system, it can effectively assist in the review and development of a culture of health awareness.		1. We have morning assembly & morning prayer. 2. Native Eng teachers work concertedly with local Eng teachers to provide a rich English learning atmosphere. 3. Students learn Life Education in classrooms and through co-curricular activities. 4. Orientation Day is organized for P.1 students. 5. High school bridging courses are organized for P.6 students. 6. No Homework Day scheme to enhance parent-child relationship.		

Life-wide Learning

We provide over 80 kinds of multi-intelligence courses such as musical instruments, Language ambassadors, Hong Kong Grasshopper Scouts, creative drama, career and life planning. We also provide more than 50 extra-curricular activities such as English drama, puppetry, science team, Chinese dance, Chinese drum and different learning trips overseas to broaden students' view.

School Mission

To observe the Bible spirit "Not to be served, but to serve" and provide quality education to pupils. Our school also tries, by all means, to enhance our pupils' multiple intelligence inside and outside the classrooms.

School Characteristics

School Management

School Management Organisation:
Education Department of the Sponsoring Body manages all the schools or institutes under CYMCA.
Incorporated Management Committee manages the development and operations of CYMCAPS.
Principal leads the school; Vice-principal manages the daily routines and administration work of the school; Middle-manager for Curriculum Development leads all the teachers to develop school-based curriculum in order to enhance teaching and learning in the school.

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

School Green Policy:
1. To promote paperless office.
2. To establish traditional farms.
3. Install solar energy collection devices.
4. Co-operate with Green@Community to recycle.

School's Major Concerns:
1. To enhance students' flexibility, resilience and courage facing challenges.
2. To enhance students' learning abilities through multi-dimensional learning experiences and prepare for fitting the future digital environment.

Learning and Teaching Plan

Learning & Teaching Strategies:
Diverse and different teaching and learning strategies are adopted to cater for students' needs and interests, providing them with an all-round and well-balanced education in the following areas: values and attitudes; intellect; physique; social skills; aesthetics and spirituality.

Development of Major Renewed Emphases of the Primary Education Curriculum:
1. Enhance STEAM education, let students get equipped for the digital learning environment in the future.
2. Nurture students to be a responsible citizen in the country and the world, to develop students' correct values.

Development of Generic Skills:
The activity teaching approach and I.T. teaching are adopted to facilitate the enhancement of students' creativity, problem-solving skills, collaborative skills and high-order thinking skills.

Cultivation of Proper Values, Attitudes and Behaviours:
Through assembly, class building activities, 'Healthy Life' curriculum, uniform groups, community service and different programs, we aim to nurture students with positive values and attitude. There is a Bible lesson in P.1-6. Through Bible stories and games, students are nurtured to take Jesus as an example and love their neighbors as themselves.

Student Support

Whole School Approach to Catering for Learner Diversity:
Remedial teaching is adopted to uplift students' academic performance as well as to cater for their learning differences. Moreover, we arrange the advanced students to be small teachers. During recesses, they study with lower primary students, giving them instructions in their learning. Besides that, our school has Student Support Team, which gives help and support to individual student in their learning need. To further strengthen gifted students' learning, we provide Mathematical Olympiad, Junior Space and Science Discovery classes.

Whole School Approach to Integrated Education:
'Early Identification and Intervention Programme for Primary One Students with Learning Difficulties', teaching and homework adaptation and assessment accommodation, remedial learning groups, training on social skills, School-based Speech Therapy Service, Individual Education Plans (IEPs) for 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: 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. By creating a richer language context and providing different learning opportunities, non-Chinese speaking students can learn with confidence and develop their strengths.

Curriculum Tailoring and Adaptation:
1. Providing suitable adjustment on homework and assessments for students with learning difficulties. Students with reading and writing difficulties will be given extra time
2. We have developed a school-based curriculum to cater the individual differences among students. Teachers renew the contents of the curriculum every academic year.
3. Based on the abilities of students, teachers adopt the curriculum and design learning materials for different needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:
1. A parent-teacher association is established.
2. Home-school activities are held regularly to help children grow up healthily and happily.
3. We organise "Parents Academy" Programmes (16 sessions per year), providing parents the techniques of nurturing children.

School Ethos:
1. Our school strives to nurture love education as well as develop students' character and their academic achievement.
2. We participate in the Quality Education Fund "Thematic Network on Healthy Schools", to develop healthy culture.
3. We participate in the Adolescent Project and cooperate with the churches to promote a nurturing and caring school culture.

Future Development

School Development Plan:
1. Interface between kindergarten, primary and secondary school is well-established.
2. Unique school-based curriculum including English, STEAM, Metaverse education, Chinese picture book and experiential Learning
3. Character education: Healthy campus, Parent Academy, Healthy Life Education.
4. Global Campus.

Teacher Professional Training & Development:
Teachers enroll different kinds of courses and workshop in subject matter and administrative aspect. All the subject panels and departments of the school will make a plan for the professional development each academic year in order to deal with the recent education trend.

Others

Chinese YMCA of HK is an international organization which actively supports the school to organize cross-cultural and cross-boundary programmes in order to broaden the life experience and international perspective of the students. Also, school sets a platform for students using different languages. YMCA provides resources for the school to promote two concepts "International Here" and "International There" at school. Students will be immersed in an internationalized environment through different programmes while staying in HK.



潮陽百欣小學

Chiu Yang Por Yen Primary School

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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Tan Stephen	Mr. Law Yu Tung Roland	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
Chiu Yang Residents Association of Hong Kong Ltd.	Please refer to the Chinese version.	1993	Chinese	School Bus	About 6041 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-					
			Yes		Yes
4Rs Mental Health Charter	-	Whole School Health Programme		-	

2025/2026 Annual School Charges

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

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
32	3	1	1	Eco-campus, Farmland, Greenhouse, Theatre, Football Field, Basketball Court, Table Tennis Court, Fun Corner, Ceramic Corner, STEM Corner, eBoards
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Multi-purpose Library, STEM Lab, Computer Room, Performance Room, Music Rooms, Campus TV, Dancing Room, Visual Art Room, English Ocean, Science Laboratory, Chinese Culture Corner				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			51	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
93%	98%	12%	74%	21%	18%	61%

Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year				No. of classes	4	5	4	4	5	5	27
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	3	4	5	4	4	5	25
Mode of teaching at different levels		Small Class Teaching for 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							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. There are 3 semesters and formative and summative assessments. 2. Subjects for assessment: Chinese, English, Mathematics, Humanities, Science, VA, Music, PE, Putonghua and STEM. 3. Chinese and English Language assessments include: Reading, Writing, Listening and Speaking. 4. Diversified Modes of Assessment. 5. Dictations start in Semester 2 for P.1 students.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	Students in lower forms are put into classes evenly according to their academic results. Students in upper forms are grouped into elite classes or keep-up classes according to their academic results.						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:15 AM	3:30 PM	12:40 PM - 1:40 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. Hong Kong Healthy Schools Award Scheme-Gold Award 2. Hong Kong Awards for Environmental Excellence (HKAEE)-Silver Award 3. Green School of Hong Kong-Gold Award 4. SportACT Scheme-Active School Award 5. The School "Nutri-agent" Project		1. Happy School - Students join different activities at recess. 2. Active School - Students do lots of exercise. 3. Rich English context created by 3 NETs to engage students in fun language learning activities. 4. Homework periods for students to work on homework with teachers' help. 5. Growth lessons and multi-intelligence lessons for students' personal growth and multi-intelligence development.		

The school information is provided and vetted by schools. If further details are required, please contact the school direct.

Last revision date: 1 September 2025

Life-wide Learning

- 1. Life-wide Learning Activities, Project Learning, Study Tour
- 2. Sports: Chinese Dance, Athletics, Skipping, Football, Basketball, Table Tennis, Badminton and Swimming
- 3. Academic: PY Channel Reporters, Pull-Out Programs for the Gifted: Maths Olympiad, STEM
- 4. Performing: Verse Speaking and English Drama
- 5. Arts: Choir, Chinese Orchestra, Chinese Drums, Visual Art Teams, Ceramic
- 6. Services: Wetland Park Tour Guides, Cub Scouts, Brownies, Grasshopper Scouts and CYC

School Mission

We provide a well-balanced and all-round primary education for students. Students are cultivated to be polite, responsible, hard-working, self-respecting and self-disciplined persons.

School Characteristics

School Management

School Management Organisation:

- 1. Incorporated Management Committee;
- 2. School Development and Executive Committees;
- 3. School Administration Groups.

Incorporated Management Committee / School Management Committee / Management Committee:

Incorporated Management Committee was established in 2008.

School Green Policy:

Install energy conservation facilities in school and promote environmental education. To establish a Green School through planting, curriculum and activities.

School's Major Concerns:

- 1. Improve teaching and learning. Promote self-directed learning. Enhance learning effectiveness.
- 2. Deepen values education, build a caring and inspiring campus, and inspire students' diverse talents.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. Co-operative Learning
- 2. Self-directed Learning
- 3. School-based whole-class approach of Gifted Education and Catering for Learning Diversity
- 4. Diversified Learning and Teaching Strategies

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. A balanced and diverse curriculum with an extensive range of learning activities nurtures students to become good law-abiding citizens.
- 2. Great importance is placed on enhancing students' biliterate and trilingual abilities.
- 3. Life-wide Learning enriches students learning experiences in real contexts and authentic settings and fosters whole-person development.
- 4. Planting Programme, Ecological Education and learning across curriculum establish meaningful connections between students' daily life encounters and their learning.
- 5. Implementing STEM, nurture students' information literacy, creativity and unleash their potential in innovation.
- 6. The wealth of art and sport opportunities aim to promote physical fitness, aesthetic development and develop our students' Multiple Intelligences.

Development of Generic Skills:

Through Project Learning, Serving people, classroom and STEM fun activities and etc, students are able to achieve an overall development of generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:

The school puts high emphasis on whole-person development and puts into action Invitational Education aiming to unlock, develop and fulfill students' personal strengths and potentials so that every student can be a shining star. Through Positive Education, we value and encourage positive behaviour among students. We motivate the development of positive elements to help them embrace stress and challenges positively in life and lead a fruitfully contended life.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1. Remedial and Advanced groups
- 2. "Peer Teacher" Support Scheme among students
- 3. School-based Speech Therapy Service
- 4. Different learning groups for special education needs students
- 5. Homework tutorial service
- 6. After-school Care Pilot Scheme.

Whole School Approach to Integrated Education:

We support students with different abilities through the "Whole School Approach" model and through resource allocation. We provide students with appropriate and diversified support services to enhance students' learning effectiveness. Our school focuses on home-school cooperation to support students hand in hand. Student Support Team has been set up. Members include Special Educational Needs Coordinator (SENCO), Primary School Curriculum Leader (PSMCD), Discipline and Counselling Leader, School-based Educational Psychologists, School Social Workers and teachers.

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:

School-based curriculum learning booklets are trimmed and designed with self-study, classroom activities, extension, problem-solving and other elements incorporated in Chinese, English, Maths, Humanities, Science and STEAM. They also cater for learning diversity.

Home-School Co-operation and School Ethos

Home-School Co-operation:

- 1. There is PY Parent Academy: Seminars, workshops.
- 2. Parent volunteers assist new comers accommodation, duties and other activities.
- 3. Parent-Teacher Association holds diversified activities.

School Ethos:

- 1. Simple ethos.
- 2. To cultivate students' positive values and attitude through Positive Education and school-based counselling activities.
- 3. To work closely with SGPs.
- 4. Teacher appreciation scheme is held to facilitate a warm and caring relationship between teachers and students.
- 5. By promoting "One Student One Service" scheme to increase students' sense of responsibility and their sense of belonging.

Future Development

School Development Plan:

Chiu Yang Por Yen Primary School is a dynamic and innovative school striving for excellence. Embracing Invitational Education, we inspire students to reach their full potential through the effective and joyful learning experiences we provide. With our deliberate cultivation of optimism, trust, respect and care, students' whole-person development is enhanced. All students share a change to shine in areas of moral, intellectual, physical, social and aesthetic education. We thrive to refine our curriculum development to provide students with rich learning experiences so that their learning motivation and outcomes can be enhanced. In fostering a culture of love in school through close collaboration with families and communities, we nurture our students' positive development of values and attitude so that every single one of our students will grow up into responsible citizens of our society.

Teacher Professional Training & Development:

Seminars, workshops and programmes are organized regularly for teachers' professional training and development.

Others

- 1. Inviting School Award and 4th Silver Fidelity Award
- 2. "The Most Caring Parent-School Cooperation Award" in the primary school section
- 3. The best school in the Moral and Civic Education Award Scheme funded by Yan Chai Hospital Moral and Civic Education Fund



香港潮陽小學 Chiu Yang Primary School of Hong Kong

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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Dr. Choi Siu Wai William	Ms. Lai Pu Yu	Established	Aided Whole Day	Co-ed	Not Applicable
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					54%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Chiu Yang Residents Association of Hong Kong Ltd.	Please refer to the Chinese version.	1993	Chinese	-	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	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	\$350	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
31	2	2	2	Classrooms are equipped with air conditioners, computers, interactive flat panel display, LCD projectors and visualizers. Tablets are available.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
TV Campus, Visual Arts Room, Pottery Room, General Studies Room, Dancing Room, Computer Room/Innovation and Technology Room, Music Room, English Reading Room, Library, Counseling 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			54	Total number of teachers in the school		63
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	94%	14%	62%	17%	21%	62%

Class Structure

				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year				No. of classes	4	5	5	5	5	29
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	5	4	5	5	5	29
Mode of teaching at different levels		Our school implements a small class teaching and group learning model to enhance student learning effectiveness. Small class settings allows teachers to provide more guidance to students, while group learning promotes communication among students, fostering their problem-solving skills and collaborative spirit.								
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	Our school's curriculum effectively integrates teaching strategies with various assessment methods. Beyond paper-and-pencil exams, we utilize formative assessments, project-based learning, oral presentations and practical evaluations to evaluate students' learning performance. Additionally, we conduct different assessments and parental evaluations to provide a holistic view of students' 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	1. P.5 (2025-2026): Students are streamed, 2 classes with higher ability. 2. P.6 (2025-2026): Students are streamed, 2 classes with higher ability.						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:15 AM	3:40 PM	12:50 PM - 1:50 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Our school has established a Lunch Monitoring Committee to ensure the quality of food provided by vendors. We conduct a whole-school morning exercise program every week and have designated sports areas where students can engage in physical activities during recess and lunchtime. We also implement Physical Award Scheme aimed at encouraging students to exercise and develop healthy lifestyle habits.		In addition to the lunch break, there are two twenty-minute breaks every school day.		

Life-wide Learning

Training: Scouts, Community Youth Group, Campus Reporters, Mathematics, English, Visual Arts, Robotics, Choir, Athletics, Ball Games, Dance, Handbells, Quiz Team.
Experiential Activities: Magic, Musical Instruments, Sand Painting, Chinese Painting, Ball Games, Rope Skipping, Jazz Dance, Creative Robotics, Adventure Activities, Chinese Culture Week, STEAM Activities
Outdoor Activities: Various Field Trips, Overseas Exchange Programmes, Primary 6 Educational Camp.

School Mission

To provide our students with a well-rounded education in order to develop their moral, intellectual, physical, social and aesthetic values.
To strengthen students' sense of national identity and encourage them to make contribution and commitment to the nation.

School Characteristics

School Management

School Management Organisation:
Chiu Yang Primary School of Hong Kong is managed by Chiu Yang Residents Association of Hong Kong Limited. School Management Committee and the principal are responsible for making decision and managing school affairs. Different committees, including administrative committee, academic committees and functional committees also help to ensure the smooth operation in school, and carrying out the administrative duties, the teaching duties in various subjects.

Incorporated Management Committee / School Management Committee / Management Committee:
The School Management Committee consists of seven members from the sponsoring body, one Independent Manager, one School Principal (ex-officio manager), one Teacher Manager, one Parent Manager and one Alumni Manager.

School Green Policy:
School Green Policy includes source separation of waste and encouraging recycling of waste.

School's Major Concerns:
Resilience and Responsibility; Exploration and Innovation for Tomorrow.
Major Concern One: Strengthening Values Education (1. Nurture students to become resilient, responsible, and accountable citizens. 2. Enhance students' understanding of the nation and foster a sense of belonging.)
Major Concern Two: Enhancing Students' Inquiry Spirit (1. Improve students' ability to utilize tools in conjunction with subject knowledge to explore concepts and solve problems. 2. Strengthen students' programming skills.)

Learning and Teaching Plan

Learning & Teaching Strategies:
Based on the curriculum guides proposed by the Curriculum Development Council (CDC), we have developed a school-based curriculum in different Key Learning Areas (KLAs). Our lessons are conducted with a diversity of learning activities, such as group discussions, role-playing, note-taking, thinking training using concept maps, class reports and presentations and e-learning activities. Small class teaching in Primary 1 to Primary 6. Primary Literacy Programme-Reading is implemented in Primary 1 to Primary 3.

Development of Major Renewed Emphases of the Primary Education Curriculum:
Focus on the following seven major renewed emphases to enhance the whole school curriculum, and develop distinctive school-based curriculum with reference to the central curriculum framework:
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:
Generic skills are developed through the learning and teaching of the KLAs and other contexts and activities such as interactive learning activities and extra-curricular activities.

Cultivation of Proper Values, Attitudes and Behaviours:
Promote the learning of proper values in the subjects through the life-wide learning activities. In addition, through counselling activities to promote life education, national education and national security education, etc., to create a school-wide atmosphere, and at the same time provide students with practical opportunities to enrich what they have learned.

Student Support

Whole School Approach to Catering for Learner Diversity:
1. Remedial Teaching Classes in Primary 2, 3 and 4 2. Language Reading and Writing groups(Chinese and English) 3. I Can Do It Group(Behavioral Improvement and Self-care counselling) 4. Emotional management and Social Skills Group
5. Attention training groups 6. Self-confidence enhancement group 7. Resilience enhancement group 8. Art therapy group 9. Understanding Adolescent Project (intensive programme) 10. Service Learning Activities 11. AIM-Project

Whole School Approach to Integrated Education:
Our school's 'Student Support Team' caters for students with different special education needs. Co-teaching in remedial class, curriculum adaption, homework adaption, assessment adaptation (dictation, quiz and examination), Enhanced School-based Speech Therapy Service and School-based Educational Psychology Service are implemented. We will discuss the progress of the student with the parents to ensure that the student receives appropriate support. Talks and workshops are organized regularly for parents on enhancing children's Chinese reading and writing skills and building a good parent-child relationship.

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:
1. Our teachers have co-planning meetings regularly for the subjects Chinese Language, English Language, Mathematics and General Studies in order to select right learning materials and make adaption from textbooks.
2. For students with high potential, we provide different enhancement programmes.

Home-School Co-operation and School Ethos

Home-School Co-operation:
1. The Parent-Teacher Association convenes monthly meetings, serving as a vital bridge for communication and connection between the school and parents, thereby promoting home-school co-operation.
2. The Parent-Teacher Association organizes a variety of parent and family activities to cultivate students' positive values. This includes different parent seminars, workshops, and adventure activities to enhance communication between parents and children while collaborating with the school to create diverse learning and growth opportunities for students.

School Ethos:
Through academic activities, discipline, student guidance and extra-curricular activities to cultivate students to attain all-round development in the domains of ethics, the intellect, the physique, social skills and aesthetics.

Future Development

School Development Plan:
Based on EDB Primary Education Curriculum Guide (Pilot Version) (2022), and in line with our school vision, development priorities and students' needs, we review the areas that schools need to sustain, deepen and focus on. We focus on the following seven major renewed emphases to enhance the whole-school curriculum in providing students with diversified, 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.
Strengthening values education (including life education, national education and national security education), making good use of learning time and creating space to promote a balanced physical and mental development, enriching life-wide learning experiences and promoting whole-person development, better catering for learner diversity, reinforcing STEAM education and nurturing students' media and information literacy, strengthening cross-curricular learning and reading across the curriculum for developing lifelong learning capabilities, enhancing assessment literacy for promoting learning and teaching effectiveness.

Teacher Professional Training & Development:
1. Teachers participate different training courses in order to enhance teacher professional development.
2. To cultivate a culture of sharing and mutual learning, teachers take part in co-planning, peer lesson observation and sharing sessions regularly.

Others

1. Students will be awarded scholarships for the following aspects: Academic performance, Outstanding behaviour, Extra-curricular activities.
2. The school recommend gifted students participate in the enrichment and gifted education programs offered by the Education Bureau, the Hong Kong Academy for Gifted Education, and various higher education institutions.
3. The Dancing Group got outstanding achievements in the inter-school dance competitions.
4. Exchange programmes are organised for Primary 5 and 6 students to visit the Mainland sister schools.



School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Wong Wai Keung	Mr. Law Kin Yeung	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					15%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Kowloon Tong Church of the Chinese Christian and Missionary Alliance	The fear of the lord is the beginning of the wisdom and knowledge of the Holy One is understanding.	2001	Chinese (incl.: Putonghua) and English	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		Pledged School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$35	Charges and Fees for Specific Purposes \$310	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	3	1	1	6 Student Guidance Rooms, Multi-purpose Playground, Plantation, Fun land, Classrooms' Smart TV, LED display screens (assembly hall and playground)
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
7 Rooms (Student Activity Room, Multi-sensory Room, STEAM Lab, Science Lab, E-learning Lab, Art Room, and Music 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			56	Total number of teachers in the school		62
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
92%	100%	39%	74%	20%	34%	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		Our school applies multi-learning strategies with implementation of Small Class Policy and cooperative learning. Implement differential education in P.2 to P.6 in order to enhance the learning effectiveness by steaming and care. Graded learning processes, materials, worksheets, expected outcomes are designed for the students, so as to cater for learning diversity within the daily learning.								
Remarks										

Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	2	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)	0	Number of exam(s) per year (P2 to P6 only)	3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies					Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders					Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	The assessment policy is formulated by the latest curriculum guidance. Formative (e-assessments are included) and Summative Assessments are conducted and reviewed periodically to measure students' learning effectiveness regularly. Using diversified materials to integrate the teaching-learning-assessment cycle to enhance learning achievement.				
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 will be arranged in classes randomly. According to the academic results of students, adopting differential education in P.2 to P.6. Streaming is implemented in P.4 to P.6 English subject to cater for learning diversity and enhance 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	10	35 mins	8:00 AM	3:00 PM	12:05 PM - 1:05 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by school, provided by designated supplier, arranged by parents and bring their own lunch box by themselves.	To promote a healthy school policy, the designated supplier provides healthy eating. We will organize activities that promote positive psychology, mental health, and a balanced lifestyle, and establish sports facilities to encourage students to develop positive and healthy habits, cultivating self-discipline and helping students construct a positive and confident lifestyle.		Subject teachers teach remedial classes in Lesson 8 to assist students with their homework. Life-wide activities in Lessons 9 and 12 include diversified English activities, innovation and technology activities, or school team training. Fitness Exercise, The Joy of Devotion, reading lesson, life education lesson, assembly, and STEM learning will be held weekly. Our school arranges trips, Sports Day, and Game Day.		

Life-wide Learning

Diversified school activities include Basketball, Roller, Handball, Athletics, Badminton, Fitness exercises, Taekwondo, Handbell, Percussion, Concert Band, Violin, Choir, Recorder Band, Student reporters, Chinese painting, Calligraphy, Junior STEM course, Leader training, Service learning, Outdoor learning activities, Overseas study tours, Programmes for the gifted, Visual Art class, Mathematical Olympiad, Abacus, and so on. The Student Christian Fellowship is held on Saturday so that participants can learn about the Bible's Truth.

School Mission

With the aim of spreading the word of God and serving the community, we provide a holistic education to all with love, care, a progressive attitude and total commitment.

School Characteristics

School Management

School Management Organisation:

School Management Framework is mainly divided into four categories in accordance with the Performance Indicators for Hong Kong Schools: Leaders and stakeholders in the professional field equipped with strong leadership ability in handling problems from different aspects, striving to promote and optimize the positive culture of continuous learning, and implementing the school curriculum and life-wide learning development.

Incorporated Management Committee / School Management Committee / Management Committee:

IMC was established in 2006. To increase transparency and accountability, IMC invited teachers, parents, alumnus, and professionals from the educational field to the board to participate in the discussion of school policy.

School Green Policy:

Our school endorses numerous environmental activities, such as Campus Cleaning, balcony gardens, and an Energy-Saving campaign, to promote a healthy and environmentally friendly lifestyle.

School's Major Concerns:

- 1. Promote the development of cross-curricular reading and learning, and use assessment to enhance teaching and learning effectiveness and generic skills.
- 2. Strengthen the development of STEAM education and cultivate students' media and information literacy.
- 3. Reorganize the school's values, education, and national education to cultivate independent learners who possess moral character and talent.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. We Adopt Specialized Teaching and develop School-based Learning Modules to help students consolidate their subject knowledge.
- 2. Six NETs and 12 English teachers integrate the Read Write Inc. Phonic in teaching English. Key Stage 1 (P.1 to P.3) targets speaking training, and reading and writing practices will be carried out in Key Stage 2 (P.4 – P.6) to enhance students' biliterate and trilingual capabilities. Multiple English activities will be held in the afternoon to increase students' confidence and competency in using English.
- 3. We adopted Putonghua as the medium of instruction in P.2 and P.3 to enhance communication skills. At the same time, Cantonese is being used in P.1 and P.4 to P.6 to deepen their language learning ability.
- 4. Formative assessment is adopted in major subjects to facilitate learning and teaching effectiveness. Summative assessment is conducted at the end of a teaching module to evaluate students' learning performance and provide feedback.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. Strengthen values education, including life and national and state security education.
- 2. Enhance STEAM education and cultivate students' media and information literacy.
- 3. Strengthen cross-curricular learning reading and learning to develop generic learning abilities.
- 4. Enhance the physical, emotional, and spiritual education and establish a healthy, balanced life attitude.

Development of Generic Skills:

Our school carries out self-directed learning, which consists of self-preparation, self-presentation, and self-evaluation. Subjects Integrated school-based programs encourage students to pursue self-directed learning and self-development. Students' generic skills and comprehensive abilities can be fully established through theme-based and life-wide activities such as Read Across Learning Month, outdoor learning experiences, cross-curricular activities, overseas study tours, and thematic learning activities.

Cultivation of Proper Values, Attitudes and Behaviours:

Our school systematically plans to develop positive values and attitudes. We could promote values education by nurturing our students' twelve priority values and attitudes. Students will be acquainted with and apply the values and attitudes yearly through academic activities, life education activities, whole-school and all round activities, etc., to foster their potential and positive values and attitudes.

Student Support

Whole School Approach to Catering for Learner Diversity:

With professional support from School-based Speech Therapist and School-based Educational Psychologist, we jointly formulated a school-wide support model to better cater to students' learning needs. And through the Gifted or Counselling support, help students develop their different potential.

Whole School Approach to Integrated Education:

The Whole School Approach (WSA), includes parents and students support teams, supports students with different needs. The Three-Tier Intervention Model is introduced in the WSA, including school-wide differentiated instruction strategies, study groups and social support, and Individual Education Plans to provide full support for students and 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; 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 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. Weekly collaborative lesson planning for teachers teaching the same subject and level for discussing teaching strategies, study materials, and homework. Utilize Formative Assessment to identify the strengths and weaknesses of students in learning.
- 2. Differentiated instruction strategies and the Streaming programme of English are being used from P.4 to P.6.
- 3. Multiple electronic assessment tools are proposed to assess students' abilities quickly, instantly respond to their questions, and conduct interactive discussions.
- 4. Remedial classes are arranged to enable teachers to follow up on students' performance appropriately.
- 5. Extra-curricular activities (e.g. Olympiad training, science exploration class, physical and aesthetic training) are organized to develop different specialities.

Home-School Co-operation and School Ethos

Home-School Co-operation:

- 1. Organize various talks, gatherings, group activities, and parent-child activities to strengthen ties and cooperation between the school and parents.
- 2. Work with the Parent-Teacher Association and establish a Parent volunteer team to help promote school activities and parent-child education.
- 3. Organize a systematic parental education program to enhance parents' awareness and skills in raising children.

School Ethos:

Our school provides guidance, discipline, and spiritual education, complemented by lifelong learning and theme-based activities, to help students develop self-esteem, self-discipline, and a positive learning attitude. We cultivate their growth mindset and equip them to cope with changes and challenges independently.

Future Development

School Development Plan:

- 1. Promote and implement the development of cross-curricular reading learning, and utilize assessment to enhance the effectiveness of teaching and learning.
- 2. Strengthen the development of STEAM education and AI education, and cultivate students' media and information literacy.
- 3. Developing and implementing the school's values education, and national education to cultivate independent learners who possess both moral character and talent.

Teacher Professional Training & Development:

- 1. We systematically implement development plans for the school, subjects, and teachers through collaborative lesson planning, class evaluation, professional exchange, and sharing to build a professional team.
- 2. Develop the leadership of school curriculum leaders, conduct annual lesson studies, and evaluate students' learning performance and outcomes. We share and exchange the strengths and experiences that our specialists have accumulated.
- 3. All teachers have been designated as Apple Learning teachers. Our school has already become an Apple Distinguished School, one of the digital centers of leadership and educational excellence. Our team will optimize the creation of learning and teaching through diversified e-learning skills.

Others

- 1. We provide numerous academic and extracurricular showcases and scholarships, encouraging students to participate in public performances and inter-school and international competitions. Our school has been selected as a MatataStudio showcase school.
- 2. Our Handbell team was invited for international music exchange. Our STEAM team was awarded an exchange chance at Cambridge University.
- 3. Our teachers were awarded the Chief Executive's Award for Teaching Excellence and were invited by the Education Bureau and various institutions to deliver workshops and talks. Our teaching effectiveness is highly recognized.
- 4. We regularly organized diversified Transition classes from kindergarten to primary school to equip ourselves with more learning exposure.



School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Prof. Chun Ka Wai Cecilia	Ms. Cheung Ching Han	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					90%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Hong Kong Student Aid Society Ltd.	Believe, Intelligence, Health, Persistent, Optimistic, Kind, Brave, Creative	2002	Chinese & English	Nanny van	About 6100 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
			Yes		Yes
4Rs Mental Health Charter		Whole School Health Programme			

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$50	\$450 Fees for Specific Purposes (Printing of learning resources, test and exam paper maintenance fee of printing eqpt.)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	3	1	1	Tree house, theme-based extended learning areas in different floors, 100m running track, greenhouse, soccer pitch, religious room, The Café.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Library, English Room, Immersive Classroom, somatosensory motion room, eLab@STEM, Campus TV, Cooking Studio, Kimochi Room, Pui Yan Me-Time Zone				Accessible lift and Accessible toilet.

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

Number of teaching posts in the approved establishment			33	Total number of teachers in the school		36
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
83%	100%	47%	28%	11%	36%	53%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year		No. of classes	3	3	2	2	3	3	16
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)		No. of classes	2	3	3	2	2	3	15
Mode of teaching at different levels	1. The school conducts Small Class Teaching in P.1-P.6 levels. 2. In order to cater different students' learning needs, based on their capability, the school would split them into different classes such as Elite Class. 3. The school fully utilizes the learning software of Wisdom Classroom to implement e-Teaching.								
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					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	Via diversified and continuous assessment mode, we measure students' performance in the aspect knowledge, skill 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	P.1 to P.4: One enhancement class in P.1. Mixed ability grouping in P.2 to P.4. P.5 to P.6: In order to cater for students' learning diversity, the selection criteria include academic performance, learning attitude and conduct.				

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	8:40 AM	3:20 PM	12:45 PM - 1:35 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	The school is honoured to receive Happy Schools Campaign Star Award, Happy School Recognition Campaign Star Award, the silver award of the Hong Kong Healthy School Award Scheme. The school has a Lunch Monitoring Committee. We arrange the injection of Fluvax for our students, parents, and staffs. We also have Recess Sport Zone, health seminars and feet fitness check up for our students a		Besides regular lessons, we have Morning Reading Sessions, Assemblies, Growth Lessons, Class Teacher Lessons, School Sports Day, Outing, Parent Lesson Observation Week in order to take care students' all-round needs. We emphasize to foster students' moral character, we are honoured to receive Outstanding Moral Teaching Award in two successive years, and We have been awarded "Harmonious School" and "Caring School".		

Life-wide Learning

The school has four houses, which provides different inter-house activities.
Extra curricular activities includes, Choral Speaking Class, Drama, Cub Scouts, Basketball, Baseball, Ruby, Athletic (field and track), Table tennis, Chinese Dance, Jazz Dance, etc.
Study Tour: Australia, and China.

School Mission

Provide a quality whole life education. Emphasize balanced development in students' academic achievement, emotional management, physical training, interpersonal skills and life management skills. We promote life long learning and facilitate students to develop their characters, potentials and a positive attitude towards life, so that they can become responsible and contributing citizens.

School Characteristics

School Management

School Management Organisation:

The Incorporated Management Committee (IMC) of the school appoints the Principal to manage school affairs and implements School Based Management governance.

Incorporated Management Committee / School Management Committee / Management Committee:

Our IMC members included managers form our sponsoring body, principals, teachers, parents, alumni, and independent representatives.

School Green Policy:

Adopt 4 Rs principles – Reduce, Reuse, Recycle and Replace. The school implements different measures e.g. economy in use of paper, economy in use of electricity, economy in use of air conditioning and ventilation device to reduce the unnecessary expenditure and save resource.

School's Major Concerns:

- 1. Love learning, Be expressive, excellent confidence.
- 2. Be a positive thinker

Learning and Teaching Plan

Learning & Teaching Strategies:

According to students' learning need, the school develops school-based curriculum, promotes various generic skills such as self-directed learning, creativity, collaborations, communications and problem-solving so as to enhance students' learning effectiveness.

Development of Major Renewed Emphases of the Primary Education Curriculum:

We emphasis on the balanced development of our students' different aspects. In order to enhance our students' positive thinking skills, we promote life education, civil and national security education, and values education. Our motto is "All for Children". We respect the uniqueness of every student. We believe that our students can "Learn to learn. Learn to live. Learn to create". The development direction of our school curriculum is "SMILE Approach (Learning is fun) Immersive Experience Going Global". We develop our own Gifted education programme, "Drama in education" programme, environmental protection programme, cross-curriculum reading programme and STREAM education programme. We aim at stimulating our students' potentials and catering our students' learning diversities which we believe we can also promote comprehensive development of personality.

Development of Generic Skills:

In respect of building up students' generic skills, the school implements school-based curriculum, inter-subject collaboration, life-wide learning, systematic research and high-order thinking training.

Cultivation of Proper Values, Attitudes and Behaviours:

The founding principle of our school is the love and kindness in Christianity spirit. Steering by the faith of "All for children, children for all", and following our Lord's words, "Train up a child in the way he should go, and even when he is old, he will not depart from it." (Proverbs 22:6) We value and enthusiastically promote character education. We believe in cultivating students' positive value and attitude with rich learning experiences through diversified activities such as picture storybooks sharing, KIMOCHIS social and emotion education, volunteer works, class-based Adventures, Talented Juniors, weekly assemblies, and civil education sharing.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1. Adopt whole school approach. Based on students' interest, learning attitude and capability, allow them to experience different intelligence lessons and attend after-class learning support sessions so as to cater for learning diversity.
- 2. Design bridging programmes for P.1 and P.6 students so that they could adapt the new learning environment more easily.

Whole School Approach to Integrated Education:

Special Educational Needs Coordinator(SENCO) leads the Student Support Team and assists the School Principal and the Vice-principal in deploying resources (e.g. Learning Support Grant, School-based Speech Therapy Service related resources), specific measures in supporting students with SEN such as teaching adaptation and assessment accommodation, remedial learning groups, training on social skills, individual education plan(s), mechanism in soliciting parents' view and discussion on student progress.

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

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

- 1. The school infuses the high-order thinking training in our daily lessons so as to enhance students' learning capability.
- 2. Based on students' potential, the school provides suitable school-based gifted education to unleash students' potential.
- 3.Promote STREAM Education. Enhance students' creativity, collaboration and problem solving abilities.
- 3. In the subject of Chinese, English and Mathematics, the school has tiered assignment and assessment adaptation.

Home-School Co-operation and School Ethos

Home-School Co-operation:

- 1. The Parent Teacher Association organizes different activities such as Parents children Picnic, Parent Interest Groups, Parents Volunteers Seminars etc.
- 2. The school also organizes Parents Lesson Observation week and P1 Parents Class to help our parents understand their children's school lives.

School Ethos:

- 1. Via Positive Value Activities such as KIMOCHIS Emotional Intelligence Course, Peer Mediator Project, Class-based Adventure activities, Picture Book Teaching, foster students' commitment and caring spirit.
- 2. Via various School Service Teams and Training Activities, nurture students' leadership and fortitude spirit.

Future Development

School Development Plan:

- 1. To optimize lesson design and make good use of effective teaching strategies in order to nurture students as self-directed learners.
- 2. To cultivate teachers, parents and students' positive values through diversified learning experiences.

Teacher Professional Training & Development:

- Enhancing teachers' professional training and development via following methods:
- 1. University and EDB's school-based support services.
- 2. Collaborative lesson planning, lesson observation and lesson assessment.
- 3. School-based professional teaching development workshop.
- 4. School-based mentorship scheme
- 5. Inter-school collaboration project.

Others

We provide difference awards for students with outstanding performance in conduct, studies and extra-curricular activities.



金巴崙長老會耀道小學
C.P.C. Yao Dao Primary School

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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Cheung Tat Cheong	Ms. Chan Wing Yan	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
Cumberland Presbyterian Church Hong Kong Presbytery	Striving for Excellence, Fortitude and Veracity. Aiming at Christlikeness, Self-sacrifice and the Glorifying of God.	2000	Chinese (incl.: Putonghua)	School Bus; Nanny van	About 5880 Sq. M
Through-train Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
C.P.C. Yao Dao 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
-	-	\$40	Fees for Specific Purposes \$390	-

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 have air-conditioners, projectors, Most classrooms have Interactive Flat Panel. Low event adventure and Cycling Esport facilities.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
School Campus TV, Green roof, YD Maker Space, STEAM Creativity Room, English Room, General Studies Room, Creativity Space (AR Room), Art Room, Music Room and Drum Kit Room.				Accessible lift.

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

Number of teaching posts in the approved establishment			50	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
93%	100%	36%	55%	16%	27%	57%

Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year				No. of classes	4	3	5	4	5	5	26
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	4	4	3	5	4	5	25
Mode of teaching at different levels		Small class teaching for P.1 - P.6 students to cater for individual differences. BYOD Programme for all students. Students have their own iPad to help their study.									
Remarks		1. Using "Putonghua as the Medium of Instruction" in P.3-P.4. (2025/26 School Year) 2. Native-speaking English Teachers assist with P.E. or Music lessons.									

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		0	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		0	Number of exam(s) per year (P2 to P6 only)		3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							No
Diversified Assessment for Learning	Formative assessments in the form of module summaries are adopted in P.1. Diversified assessment also includes peer evaluation, project learning and implementation evaluation.						
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							Yes
Streaming arrangement	P.1: Mixed ability classes; P.2-P.6: ability-grouping 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	40 mins	8:15 AM	3:20 PM	12:50 PM - 1:40 PM
Lunch arrangement	Healthy school life		Remarks		
Lunch is provided by a lunch supplier or students bring their own lunch.	Life education, LEAP Program and some other programmes related to our students' healthy policy. (Rope NET Challenge Sports Day, Failure week, etc.)		Morning Reading Session everyday. Homework Tutoring Lesson and Revision Session. Multiple Intelligence Lessons on Tuesdays, Wednesdays and Thursdays.		

Life-wide Learning

There are over 60 items of extra-curriculum activities available for students (e.g. UAS Programme, E-Blocks, Kids Coding, Softball etc). Besides, students can join different interest groups (Japanese, Latin dance, basketball, class and swimming class etc.) on Saturdays. We also organize different educational activities (Life Education programmes, Experiential Learning, Career-planning programme (Future Games), Gospel camp, Whampoa Military Training Camp, Boarding and study abroad for P.3-P.6) for students to participate in.

School Mission

Applying the values of Christianity as the core, we put our goals "Whole-Person Education" and "Students-Centred" into practice. We emphasize a balanced development for our students' spirit, ethics, intellect, physique, social skills and aesthetics. And we are eager to cultivate a harmonious atmosphere for optimised learning and the pursuit of excellence.

School Characteristics

School Management
School Management Organisation: 1. Incorporated management. 2. The core administrative management is comprised of the school principal, vice-principals and senior-ranked teachers. 3. The administrative committee is comprised of different strands of administrative sections, which coordinate and facilitate the implementation of various administrative measures.
Incorporated Management Committee / School Management Committee / Management Committee: The Incorporated Management Committee members include the school Supervisor, Principal, an Independent Manager, Teacher Managers and Parent Managers.
School Green Policy: The school promotes environmental protection through its various green projects such as the green roof project, rooftop solar PV systems, food waster recycling, Aqua-phonics train and Hydroponic System.
School's Major Concerns: 1. Establish students' self-management learning abilities. 2. Help students grasp correct values and build a positive and proactive attitude towards life. 3. Strengthen students' national identity.
Learning and Teaching Plan
Learning & Teaching Strategies: 1. 4 Native-speaking English Teachers to enhance students' phonics, reading and speaking skills. 2. Morning assembly and musical instrument training are scheduled in the morning before lessons. 3. Tutorial lesson is scheduled every day within timetable (50 mins). 4. Morning reading session and a variety of cross-curriculum reading activities to promote reading. 5. Focus on experiential learning and reflection of students (Rope NET Challenge Sports Day, Self-Breakthrough Camp and Failure week etc.) 6. Cross-curriculum learning and project learning.
Development of Major Renewed Emphases of the Primary Education Curriculum: 1. Using Drama in Education teaching method and picture books to learn Chinese and English. (From reading to writing) 2. Using ELPS and electronic platforms to simulate physical operations to help students learn Maths. 3. Native-speaking English Teacher assist P.E. lessons. 4. General Studies has been divided into Humanities and Science subjects in P.4-P.6 since 2021.
Development of Generic Skills: 1. Experiential Learning and reflection of students. 2. "Learning to Learn" programme. 3. Students' generic skills are developed through project learning. 4. All students are expected to undertake responsibility by joining "one-student-one-position". 5. STREAM – Cross-curriculum and interactive programmes. 6. Information literacy of the 21st century.
Cultivation of Proper Values, Attitudes and Behaviours: 1. Setting up the Committee on Life Education to nurture students' positivity and enhance character building. 2. Reinforcing students' positive emotions and social relations through a variety of activities and service learning opportunities. 3. Nurturing students to have a positive mindset which values the learning process and learning attitude. 4. Having Life Education lessons which are designed by our school's social worker according to the needs of our students.
Student Support
Whole School Approach to Catering for Learner Diversity: 1. Teachers co-plan regularly to carry out learning study to cater for students' diverse needs. 2. A transition programme from P.6 to F.1. 3. P.1 Adaptation Programme: students orientation week, after-school multi-learning curriculum, each class has one extra support teacher, formative assessments are adopted in P.1 and parents orientation seminar. 4. Having gifted lessons and top-up lessons to cater for students' learning diversity.
Whole School Approach to Integrated Education: We adopt the "Whole School Approach" to support students with special educational needs. We provide SEN students with levelled teaching and learning materials, moderated assessment papers and special groups to provide training on areas such as speech, social skills as well as emotional skills 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; 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: Speech therapists, occupational therapists, music therapy, play therapy and educational psychologists to assess students' needs, peer counseling, adaptation of homework assessments, Homework Tutoring Groups for students.
Home-School Co-operation and School Ethos
Home-School Co-operation: 1. Parent-teacher Association organizes PTA School Picnic and other large-scale parent-child activities annually and provides scholarships for students. 2. Regular parent fellowship. 3. Parenting education and seminars of useful topics are held for parents to participate. Regular parents' day are also held every term. 4. Parent volunteers engage in various school activities ("Story-aunties", vaccination helpers, etc.)
School Ethos: The School was awarded in the Caring School Award Scheme and Excellent Award for Embracing Diversity, Respect and Inclusion in "Excellence Caring School Award Scheme" for its great performance in creating a caring school culture.
Future Development
School Development Plan: 1. The school aims to provide whole-person education for our students, which helps fostering positive attitude, develops their Career-planning through Future Games and educating them to be able to process information they obtain from the internet and the media. 2. Keep raising students' English standard by employing 4 Native-speaking English Teachers and promoting students' participation in Drama performance. Implementing immersive English learning school-wide. 3. Our STEAM programmes run from P.1 to P.6, which aims to help students develop their creativity and problem-solving abilities.
Teacher Professional Training & Development: 1. Establish learning team of teachers: teacher training. (Interactive e-Learning, the key pedagogy of subject etc.) 2. Life Education: We aim to teach our students the importance of positive values and attitude.
Others
1. Cash-free Campus. (Campus E-payment Program) 2. Parent App. (e-Notice and e-Announcement) 3. For details of the school information and media reports, please refer to the school website.



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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Lui Wai Lin	Dr. Tse Wai Lok	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					86%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Hong Kong Federation of Youth Groups	Courtesy, Participation, Creativity, Love and Care	2000	Chinese (incl.: Putonghua) and English	Nanny van	About 7000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Pledged School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$20	\$310 equipment maintenance fee	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	All classrooms and special function rooms are equipped with air conditioners, smart TV and visualizers.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
LEAD LAB I & II, Maker Room, Library, Reading Wonderland, General Studies Room, Music Room, Visual Arts Room, LSK STUDIO, etc.				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			56	Total number of teachers in the school		63
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
94%	98%	42%	64%	37%	32%	31%

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		Putonghua as the medium of instruction is implemented in some Chinese classes. Small-class teaching and Cooperative Learning are adopted to cater for learner diversity.								
Remarks		Enrichment programmes and remedial courses are provided for gifted learners and students with special educational needs respectively.								

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		0	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		0	Number of exam(s) per year (P2 to P6 only)		2		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	A variety of formative assessments, which are conducted by means of classroom activities, classwork, quizzes, presentations, academic / non-academic award schemes etc, are important means to reveal students' performances. There are no exams or tests for P.1 and P.2 students, whereas P.3 to P.6 have two exams every year.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							No
Streaming arrangement	Mixed-ability grouping is adopted for most of the subjects. However, a few subjects' lessons are conducted according to students' 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	30 mins	7:55 AM	3:05 PM	12:15 PM - 1:25 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Implementing physical fitness plan and arranging daily physical exercise time.		Morning assembly, reading aloud, reading, physical exercise, class building and life education are incorporated. Curriculum focuses on cultivating students' interest in learning languages, establishing solid language foundation, STEAM education and developing creativity.		

Life-wide Learning

English Musical, English musical team "Little Angels", "Learning through Engineering, Drama, Art and Design" (LEAD), Robot design and computer coding, drama, painting, ball games such as handball & basketball, Chinese dance, Jazz dance, gymnastics, African drum, tone chime, choir, percussion course, rope skipping, etc. multiple intelligent activities, talent programmes, and 3-year specialized training for P.4 to P.6.

School Mission

To foster the culture of courtesy, participation, creativity, love and care at school. To integrate IT in teaching and learning. To provide opportunity for students to pursue their ideals, to grow healthily and become responsible citizens and effective leaders in the fast growing society.

School Characteristics

School Management
School Management Organisation: Under the IMC, the principal leads 4 administrative groups (school administration, curriculum development, student affairs and community and school environment) to facilitate school administration and development.
Incorporated Management Committee / School Management Committee / Management Committee: School managers include university professors, experienced social workers and educators, professionals, the principal, teacher and parent representatives.
School Green Policy: The environmental education department implements green campus policy and exploit school environment for student learning.
School's Major Concerns: To provide free quality education, promote an enjoyable and effective learning atmosphere. To focus on developing students' language development and creativity. To focus on life education and STEAM education. To cultivate students' multiple intelligence and to educate them to be responsible self-directed learners.
Learning and Teaching Plan
Learning & Teaching Strategies: Cooperation with universities, emphasis on students' foundation, understanding and application. Activity approach and Cooperative Learning strategies are used. Promote life-wide learning through project learning, visits, services, competitions and performances. Using iPad, E-learning platform and multi-media materials to support students to learn, in particular to enhance students' language ability and creativity. Gifted education training and individualized education plans (IEP) are arranged for needed students. To develop students' multiple intelligence systematically, including extra-curricular activities, talent programmes and multiple intelligence training.
Development of Major Renewed Emphases of the Primary Education Curriculum: 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: Nurture students' 9 generic skills, focusing on communication, creativity and critical thinking through classes, multiple intelligence and specialized training and extra-curricular activities.
Cultivation of Proper Values, Attitudes and Behaviours: By implementing the school-based life education curriculum, students' development of moral values, civic awareness, attitudes and personality are facilitated aiming to raise students' initiative to care and respect for others.
Student Support
Whole School Approach to Catering for Learner Diversity: Using strategies such as cooperative learning strategies to cater for learner diversity, provides talent programmes and remedial classes for needed students, and referral of special cases for further professional services.
Whole School Approach to Integrated Education: Our school adopts the "three-tier support" model for the care of students, with the entire school participating. We design diverse teaching activities to cater for different learning needs, arrange homework and exam adjustments, and group training for students with special education needs. We also develop Individual Education Plans for individual students. Our school has SENCO coordinating relevant integration measures. We also have school-based educational psychologist and school-based speech therapist who conduct related assessments and provide support for 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; and organising activities to create an inclusive learning environment in the school. Provides extra school-based learning materials and training activities for the non-Chinese speaking (NCS) students.
Curriculum Tailoring and Adaptation: There is an adaptation policy for curriculum and assessment.
Home-School Co-operation and School Ethos
Home-School Co-operation: Parent-Teacher Association, "Parent-School", Reading Mums and Dads and parent volunteers team are the means to promote home-school cooperation and strengthen communication with parents.
School Ethos: To cultivate the school cultures of Politeness, Participation, Creativity and Love and Care. Courses, systems and policies are student-centred. Emphasis on holistic development, to establish an open, positive, caring and trustworthy environment. Awarded "Caring and Loving Campus" in recent years consecutively.
Future Development
School Development Plan: To explore students' potentials, to enhance students' learning effectiveness, to nurture healthy growth of students, to develop a positive attitude towards life, to develop comprehensive school-based English curriculum. To deepen the integration of reading and writing and to use Putonghua in teaching Chinese Language. To help improving students' learning and creativity through Cooperative Learning, E-learning, etc. To pursue whole person development through multiple intelligence courses, specialised trainings and talent programmes. Interactive learning zones, which have been established like LEAD LAB 2, strengthen students' self-directed learning and integrate the fun elements in learning.
Teacher Professional Training & Development: Encourage teachers to take part in seminars and training workshops. Cooperate with tertiary institutes and EDB to enhance teachers' teaching skills by carrying out action research. Teachers learn via their own professional development plans.
Others
Over 30 key measures to support students' learning and development and HSBC Volunteer English Teaching Programme including more than 20 native English speaking volunteers to train students' oral English.



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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Leung Kam Wo	Ms. Tam Fung Ting	Established	Aided Whole Day	Co-ed	Taoism, Buddhism and Confucianism
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
Sik Sik Yuen	To Act Benevolently and To Teach Benevolence	1992	Chinese (incl.: Putonghua) and English	School Bus; Nanny van	About 4630 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	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
27	2	1	1	Cultural Square, Student Guidance Centre, PTA Room, Organic Farm, Interdisciplinary Learning Room, Reading Hub and Roof Garden.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Student Activity Room, CoolThink Studio, English Room, Computer Room, Sik Sik Yuen Greater Bay Area AI & STEAM Education Hub, i-bike Fitness Training Centre, Visual Art Room, Smart Hydroponics Greenhouse, Remedial Learning Room and Speech Therapy Room.				Ramp, Accessible lift, Accessible toilet and Tactile guide path plan.

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

Number of teaching posts in the approved establishment			32	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
91%	97%	43%	58%	23%	20%	57%

Class Structure

				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year				No. of classes	1	2	3	3	3	15
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	2	1	2	3	3	14
Mode of teaching at different levels		1. Small Class Teaching. 2. Collaborative Learning. 3. Self-directed Learning with the help of e-learning and STEAM education. 4. NET teachers co-teaching with local English teachers. 5. Experiential Learning (Learning by Doing) 6. P1 English Enhancement Class (English as the Primary Language of Instruction: English, Mathematics, Science)"								
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	On-line assessment, peer assessment, self-assessment, project learning, learning task, formative assessment and summative assessment work together to review and improve students' 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	According to the concept of differentiated learning, students learn and improve together in a class.						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	10	35 mins	8:10 AM	3:30 PM	12:50 PM - 1:45 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	We help students build up a healthy living style and positive education through different activities such as Sport ACT, school physical fitness award scheme, MVPA60,EACT Jockey Club Active School Programme. Diversified activities before classes and during recess including academic, artistic, and sports activities. Green education and education on low-carbon living habits, Healthy Eating in School.		1. "Realise your Potential" activity 2. Inter-class activities 3. Extended learning (1-2 periods per day) 4. After-school homework guidance 5. Reading Tuesday 6. Learning courses for gifted		

Life-wide Learning

Life-wide learning (LWL) has all along been a widely adopted strategy to enable students to gain a variety of learning experiences. LWL takes place in the learning and teaching of each Key Learning Area as well as cross-curricular studies. It is effectively carried out through various kinds of experiential learning activities to nurture students' whole-person development and their lifelong learning capabilities. For instance, study tours, cross-curricular theme-based studies, co-curricular activities, e-learning, educational visits and different kinds of programmes developed according to students' characteristics (including gifted development programmes).

School Mission

"To act benevolently and to teach benevolence" is the guiding principle of our educational service. We do not only put an emphasis on language skills and subject knowledge but also put much effort in moral education which help our students become a better person and build up a sense of responsibility towards the community. Apart from academic subjects, team building, communication skills, attitude towards life and moral education are also of vital importance.

School Characteristics

School Management
School Management Organisation: The Education Coordination Department of our sponsoring body, Sik Sik Yuen, has meetings with the members of the School Management Committee regularly. The members discuss on different educational policies. The committee supervises the operation of the school directly.
Incorporated Management Committee / School Management Committee / Management Committee: IMC was founded in the school year 2005/06. We invited parents to join the committee as early as 1996. The committee has at least 4 meetings every year.
School Green Policy: "Go Green, Live Smart" is a major objective at our school. With carbon neutral policies, we increase energy-saving facilities to build up a green ecology at school. With the use of "Green Education Handbook", we set up a year-long environmental protection curriculum. We also use movie clips and take part in related community activities in order to help our students develop a low carbon lifestyle and the habit of source waste reduction and 4R.
School's Major Concerns: 1. Cultivate students' correct values and equip them with a positive attitude to face opportunities and challenges in their growth. 2. Deepen self-directed learning strategies, enhance students' self-directed learning capabilities, and cultivate students to become more proactive self-directed learners. 3. Explore students' leadership potential, embrace the future with enthusiasm, and become self-confident individuals.
Learning and Teaching Plan
Learning & Teaching Strategies: 1. School-based curriculum for different subjects 2. Assessment for learning 3. Self-directed learning 4. Small-class learning environment 5. Collaborative learning 6. E-learning 7. Taking care of learner diversity 8. Tailor-made school-based curriculum (VASK Primary One Bridging Course, STEAM Education, Astronomical Observatory, LBD Programme, Gifted Learning Enhancement Programme, Primary One Science Field Trip, Project Learning, Information Literacy and Cross-Curricular Reading)
Development of Major Renewed Emphases of the Primary Education Curriculum: 1. Strengthening values education: 'We are Homingians' Programme, Life-wide Self-directed Learning Booklet, 'Ho Ming Super Kids', Ho Ming E-Award Scheme and Enhanced 'My Pledge to Act' Funding Programme. 2. Utilizing long recess and afternoon learning period to promote a balanced physical and mental development through various experiential learning activities. 3. Enriching life-wide learning experiences: Life-wide learning day, study tours and various outing. 4. Strengthen STEAM education: electrical components lesson, AI courses, School Physical Fitness Award Scheme, aerospace courses and hydroponics courses. 5. Engaging different pedagogies, formative assessments and learning tasks to acquire better catering for learners' diversity and promote learning and teaching effectiveness. 6. By means of having cross-curricular themed-reading activities, cross-curricular learning and information literacy are reinforced.
Development of Generic Skills: Deep learning skills (e.g. collaboration skills, communication skills, creativity, critical thinking skills, moral traits and civic education) are cultivated and developed through collaborative learning, various kinds of experimental learning activities, on and off school competitions and teaching in the context of different key learning areas. Students learn how to learn and develop a life-long learning attitude.
Cultivation of Proper Values, Attitudes and Behaviours: 1. 'We are Homingians' Programme: Cultivate students' positive and proactive learning attitude. 2. Life-wide Self-directed Learning Booklet: Encourage students to establish a positive and healthy lifestyle, strengthen students' self-learning awareness and self-management capabilities, and cultivate a 'grateful, forgiving and caring' attitude. 3. 'Ho Ming Super Kids' and Reward Scheme for Excellence at School: Cultivate students' attitudes of compliance and self-discipline, diligence and self-learning, persistence and unity.
Student Support
Whole School Approach to Catering for Learner Diversity: 1. School-based curriculum adaptable for learning diversity. 2. Students with different capabilities take part in classroom learning via 'collaborative learning approach'. 3. Provide professional remedial services. 4. Provide specialized training for the more able students. 5. School-based speech therapist and school-based educational psychologist provide diagnostic and curative services.
Whole School Approach to Integrated Education: We adopt the "Whole School Approach" to support students with special educational needs. We provide SEN students with levelled teaching and learning materials, moderated assessment papers and special groups to provide training on areas such as speech, social skills as well as emotional skills etc.
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. There are remedial classes for Chinese subjects and after-class guided reading classes for NCS students. Besides homework adaptation measures, dictation and examination support measures are also taken to help NCS students.
Curriculum Tailoring and Adaptation: 1. School-based curriculum adaptation to cater for learner diversity. 2. Supportive measures for academically gifted or under-privileged students: To give gifted students more opportunities to pursue for excellence, we have elite training courses in various areas, such as innovative technology, visual art, music, sports, writing, mathematics, drama and speech. Moreover, we also take good care of less able students or students with special needs by providing small group remedial teaching, individual teaching and Reading Buddy Program.
Home-School Co-operation and School Ethos
Home-School Co-operation: 1. Regular PTA meetings 2. PTA activities (e.g. Lunar New Year activity, Christmas party, Parent-child talks and activities) 3. Parent volunteer team 4. Parent participation of school activities 5. Parent Academy
School Ethos: 1. Students' personality first and brilliance comes the second. 2. Point Rewarding Scheme. 3. 'We are Homingians' Scheme. 4. Ho Ming E-Award Scheme. 5. One-duty-for-each-student policy. 6. 'Caring School' policy through class-building, growth education, Big brother and Big sister Program, Teacher-Student Partnership Program, selection of most-caring students and birthday party. 7. Life-wide learning experiences.
Future Development
School Development Plan: 1. To deepen value education and cultivate excellence both in character and learning. 2. To enrich students' learning experience through life-wide learning. 3. To foster self-directed learning with the help of e-Learning and subject-based learning strategies. 4. To create a good STEAM Education environment and nurture future scientists. 5. To cultivate a good English learning environment that combines STEAM elements, fostering students' interest in learning English, problem-solving abilities, and creativity.
Teacher Professional Training & Development: We put great emphasis on teachers' professional development by providing various kinds of activities to our teachers every year, such as teacher development days, seminars, workshops, visits, open classroom, school sharing and learning tours. In addition, we are in numerous collaborative projects with different organizations (Education Bureau, The Chinese University of Hong Kong, The Education University of Hong Kong, etc.), to do research and develop outstanding school curriculum with small class teaching mode.
Others
1. Sik Sik Yuen Scholarship 2. The Best Improvement Award by PTA 3. School Awards: International Outstanding e-Learning Awards (2019/2020 to 2021/2022)-Gold Award (Primary School) in General e-Learning application; STEAM Outstanding Organization Award (Awarded for three consecutive years); Caring School Award; Wise NET School; Outstanding STEAM Teacher Award; Teacher Librarianship Excellence Award; Hong Kong Awards for Environmental Excellence-Schools (Primary) Gold Award (2018) Bronze Award (2021); Hong Kong Youth Space Innovation Competition Awards; Hong Kong Youth Science & Technology Innovation Competition Awards



School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Choi Siu Ping	Mr. Wong Wai Lap	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
Lions Education Foundation	Loyalty, Courtesy, Diligence, Simplicity	1999	Chinese	School Bus; Nanny van	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		Pledged School	

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: \$25 Replacement of academic report or graduation certificate: \$25

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
31	4	1	1	Multi-function Interactive Whiteboard are installed in every classroom, the school hall is equipped with the latest theatre style audio-visual system.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
English Room, English Zone, General Studies & STEM Activity Room, STEM Exhibition Room, Econ Room, Library, Game Room, Music Room, Visual Arts 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			50	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
84%	100%	38%	46%	48%	29%	23%

Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year			No. of classes	3	4	5	4	5	5	26
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)			No. of classes	4	3	4	5	4	5	25
Mode of teaching at different levels		We implement small class teaching. Starting from Primary one, students are divided into classes according to their learning needs. Primary one implements the Dual Class Teacher System. A Native-speaking English teacher and a local English teacher share the class teacher duty of one class.								
Remarks		There are five native-speaking English teachers in total. A school-based English Enrichment Programme takes place in junior primary level, in which the School Sponsoring Body fully sponsors all the English Extra-curricular activities.								

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)		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	Diversified progressive assessment for some subjects, oral test and performance assessment in Maths, project learning (theme-based or STEM) in General Studies, record sports skills for assessment in Physical Education, adaptive measures of academic assessment for students with special educational needs after professional evaluation by educational psychologist.						
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 3 students are divided into classes according to academic result (English result times two). Primary 4 to 6 students are divided into classes according to overall academic result. Enrichment programme and Consolidation programme are provided.						

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	Please see Remarks	12:30 PM - 1:20 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier.	Morning & recess exercise; Physical Fitness Award Scheme; Lunch prepared by school canteen and parents are invited to participate in the selection procedures of student lunch service provider and supervision of their service; Hong Kong Green School Award Bronze Award; Eye exercise, Brain gym		School ends at 3:25 p.m. every day (except for Wednesday: 2:50 p.m.)		

Life-wide Learning

Compulsory: 'Dream Big, Fly High' Overseas Programme
Academic: English Ambassador, English Debate, English Readers' Theatre, English Puppet Theatre, English Elite, Maths Club, etc.
STEAM: Metaverse, Little Pilot, VEXIQ Robotics, Drones, etc.
Arts: Orchestra, Violin classes, Band classes, Musical, Little Artist, Choir, etc.
Sports: Track and field team, Basketball Team, Volleyball Team, Dancing Team, etc.
Service: Scout, Lions Leaders, Eco Team, Campus TV, etc.

(Around a hundred activities provided)

School Mission

School aims at providing high quality holistic and well-balanced education for students, fully developing their potential and nurturing their positive values.

School Characteristics

School Management

School Management Organisation:

School sponsoring body is Lions Education Foundation comprising members who are professionals and community leaders and are dedicated to promote quality education. The IMC is responsible for leading school development and supervising school management.

Incorporated Management Committee / School Management Committee / Management Committee:

The IMC was set up in August 2006. The Chairman is the School Supervisor. The IMC comprises of managers of the Foundation, 2 independent managers, 2 teacher managers, 2 parent managers, 1 alumni manager & the principal.

School Green Policy:

On site meal portioning Green Lunch Scheme, hydroponic vegetable, environmentally friendly lighting & air conditioners, solar mosquitoes killing machine, solar lighting system, Solar Harvest, water saving devices, compost mixing machine and organic plantation field.

School's Major Concerns:

Our School is an arena for development of potential, an environment for pursuit of excellence, culture of care, appreciation and encouragement.
Please refer to the school website.

Learning and Teaching Plan

Learning & Teaching Strategies:

- Focus on promoting self-directed learning, emphasizing the use of diverse teaching strategies to facilitate learning models such as drama education, gamified teaching, and hands-on inquiry. Incorporate differentiated teaching strategies to accommodate learning diversity, further enhancing the quality of teaching and learning, and providing students with creative, enjoyable, and self-directed learning experiences.
- Integrate the school-based "Dreams Take Flight" curriculum to promote cross-curricular reading. Simultaneously, align with STEAM education, values education, self-directed learning, and strategies to address learning differences to enhance learning motivation, deepen students' habit of learning how to learn, and cultivate a positive attitude towards learning.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Promote reading across the curriculum, strengthen values education, enhance English and STEAM (Science, Technology, Engineering, Arts, and Mathematics) education, and develop the ability for lifelong learning.

Development of Generic Skills:

Our school is committed to nurturing children to become future leaders who possess the following six key qualities: life planning, communication and collaboration, innovation and problem-solving, holistic health management, digital skills, and resilience and adaptability.

Cultivation of Proper Values, Attitudes and Behaviours:

Implement positive education plan through whole school approach, including formal curriculum and maintaining campus atmosphere, in order to nurture positive values of students, develop students' character strengths.

Student Support

Whole School Approach to Catering for Learner Diversity:

Peer Assistance Project, different kinds of after-school tutorial classes to cater for students' different needs, self-learning electronic platform, remedial teaching groups for main subjects, course on Life Planning for P.5 & P.6 students, curriculum / teaching strategies / assignment / assessment adaptation.

Whole School Approach to Integrated Education:

Preliminary assessments and parent questionnaires are arranged before Primary One admission to provide early support. Our school has a Student Support Team, which includes the principal, vice-principal, school-based psychologist, school social worker, school-based speech therapist, special educational needs coordinator, curriculum coordinator, and guidance and discipline officer. This team formulates and regularly reviews learning support policies and the effectiveness of services. They also arrange learning skills and social training groups, Individual Learning Plan (IEP), and a 'Whole School Approach to Providing Tiered Support for Students with Autism Spectrum Disorder' (AIM project).

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; 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. Allocate non-Chinese speaking students into small groups to learn Chinese, after-school Chinese remedial classes.

Curriculum Tailoring and Adaptation:

The school identifies students who require in-class support for learning difficulties. Teachers make adaptations in curriculum delivery, homework assignments, dictation tasks, and test/exam arrangements. Assessments are arranged for gifted students, and enrichment programs or pull-out training courses are provided. Differentiated instruction design and academic adjustments are also implemented across subjects to accommodate students' diverse learning needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Friendly home visit, teachers & parents conference, eClass (a communication app for parents and the School), parents questionnaire, Parents Day, one day trip, day camp, festival party, parents volunteer to take care of P.1 students, to be helpers in the library, parents award scheme to encourage parents to take part in school activities, parents handbook.

School Ethos:

We strive our best to maintain caring and positive education. Senior students participate in community service learning activities. The School has been presented Caring School Awards for 13 consecutive years. Other adaptation measures include peer support, arrangement of adaptation programme for P.1 and upload of homework list to home-school communication platform. Participation in School Activities Award Scheme. The School has also been presented the Award of Moral & Civic Education Project Award for 18 years.

Future Development

School Development Plan:

We emphasize the unique value of forest-based curriculum as in Finnish Education, cultivating students' natural observation skills and environmental awareness. Through school-based immersive English learning, children can master the language in real-life situations and enhance their communication skills. Innovation and technology education encourages creative thinking, allowing students to stimulate their imagination in the exploration of knowledge. The curriculum integrates a reading culture to improve students' self-directed learning abilities.
We value diverse assessments to ensure that each student's learning progress is fairly measured. Data application helps us understand students' needs more accurately and provide personalized learning plans. The smart sports curriculum integrates technology and physical education, promoting students' physical and mental health as well as teamwork spirit.

Teacher Professional Training & Development:

In response to the development of teaching and learning, our school has formulated the following professional development guidelines for teachers, aiming to help them build professional competencies to assist students in adapting to social changes and meeting future challenges:

Forest curriculum, values education, cross-curricular reading, immersive English, STEAM education, assessment literacy, physical and artistic activities, and gifted education.

Others

The school implements Finland Education and Forest Curriculum. There are five native-speaking English teachers in total. A school-based English Enrichment Programme takes place in junior primary level, in which the School Sponsoring Body fully sponsors all the English Extra-curricular activities including English Drama, Cambridge English Course and English Anchor. There is also a Native-speaking English teacher who serves as a class teacher each level.

For primary one to six students, the school implements the 'Dream Big, Fly High' Programme and the goal is to let every student participate in overseas exchange programme in order to broaden their horizons and enhance their communication skills.

Primary one to six students also have FUTURE lessons every week, in which students achieve tasks related to STEAM, programming and media production.

The school provides scholarships in different learning aspects to students.



樂善堂梁錫琚學校 Lok Sin Tong Leung Kau Kui Primary School

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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Tung Fong Ngai	Principal Chen Yuen Ting	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					43%
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	1993	Chinese (incl.: Putonghua) and English	Nanny van	About 5060 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	Approved Collection for Specific Purposes \$310	Replacement of student card \$20

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	3	1	1	Multimedia teaching equipment and air conditioning (All classrooms and special rooms).
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
English Room, Student Activities Centre, Audio Visual Room, General Studies Room, Computer Room, Music Room, Library, Put Lee STEAM InnoTech Lab, Visual Art Room, Synthetic Ice Rink.				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		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
98%	100%	27%	58%	17%	16%	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	Small Class teaching approach in P.1-6. Teaching Chinese in Putonghua in P.1-6. "Bring Your Own Device (BYOD)" in P.4-6.						
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	Diversified assessment for different subjects. Apart from examinations, project learning, Basic Competence Test is also used.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	Streaming according to academic results in P.3-6.				

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	7	35 mins	8:00 AM	3:20 PM	1:05 PM - 2:05 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	To align with the Healthy School Programme, we foster a healthy school environment to develop students' healthy lifestyles. Students engage in 'Straighten Up Exercises' on Thursday mornings. In addition, the 'Joyful Fruit Month' promotes healthy daily eating habits of eating fruit.		School ends at 13:15pm on Fridays, P.1-3 students are encouraged to participate in different extra-curricular activities.		

Life-wide Learning

We have over 30 kinds of extra-curricular activities. Olympiad Math group, Guzhang group, handchime Team, Orchestra, little artist group, Campus TV, dancing club, martial arts club, Taekwondo club, drama club, basketball team, soccer team, badminton team, cheer leading team, touch rugby team, frisbee team, volleyball team, ice hockey team, choir, a Capella, STEAM elite, maker class, Chinese painting group and chess group etc.

School Mission

School motto is "Benevolence, Affection, Diligence and Faithfulness". We aim at developing students' potential and nurturing their positive values.

School Characteristics

School Management

School Management Organisation:

The administrative department includes general school affairs, teaching and learning, guidance and discipline, extra-curricular activities, student affairs, information technology and school development.

Incorporated Management Committee / School Management Committee / Management Committee:

Regular meetings are held by the IMC to discuss school administrative affairs and developmental schemes.

School Green Policy:

We have a paper, ink cartridge, plastic, carton and can recycling program. We also have a green campus project supported by the Leisure and Cultural Services Department, professional window film, water-saving appliances and equipment supported by the Environment and Conservation Fund. We have solar planets and joined the Renewable Energy Feed-in Tariff.

School's Major Concerns:

A new chapter of learning towards whole person development.

Learning and Teaching Plan

Learning & Teaching Strategies:

A co-operative learning approach is implemented from Primary one to six to cultivate students' interpersonal communication skills and promote peer learning in order to enhance its effectiveness. We have an assembly, a students' growth education lesson and extra-curricular activities every week. To develop students' generic skills, small class teaching strategies and multi-intelligence curriculum are adopted.

Different subject activities and study tours outside Hong Kong and exchange programmes with mainland students are organized every year to enrich students' learning experience. The STEAM fun learning week is held every year to provide a variety of engaging learning activities.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Our school is committed to promote values education. To develop students' positive values and attitudes, we introduce '7 Habits of Highly Effective People' in weekly assemblies and growth education lessons. National security education is implemented in different subjects to strengthen students' understanding of national conditions, Chinese culture and sense of national identity.

Blended learning is adopted to make good use of learning time. To facilitate the whole-person development and enrich students' life-wide learning experience, a variety of learning experiences inside and outside the classroom and different visits are organized. Catering for individual learning diversity is also implemented.

To develop students' information technology skills ethically and effectively as responsible citizens and lifelong learners, teaching students to make good use of social media and distinguishing the authenticity of information are emphasized in the school.

Development of Generic Skills:

Our curriculum puts strong emphasis on cultivating students' generic skills: collaboration, communication, problem solving and so on. We have multiple intelligence lessons every two weeks. Different kinds of learning activities are introduced to inspire students' generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:

Nurturing Future Leaders: We aim at promoting students' self leadership by introducing the leadership course of seven habits of Highly Effective People. Students will learn the seven habits through a spiral curriculum in their six years of primary school. We hope our students can acquire the key to success in their early age.

Student Support

Whole School Approach to Catering for Learner Diversity:

We have remedial classes for less able students and we have a school Mum and Dad scheme to support the students with special educational needs. Dictations, tests and examinations are adjusted for their special needs. We also have school-based gifted programs. We have a three-tier training program for students with different strengths and potentials, such as Mathematical Olympiad, English Drama, English Ambassador, Debate Team and Makers activities. We also recommend gifted students to participate in suitable gifted course.

Whole School Approach to Integrated Education:

Through early Identification and Intervention Programme for Primary One Students with Learning Difficulties, Jockey Club A-Connect: Jockey Club Autism Support Network, School-based Educational Psychology Service, and school-based Peer-support Programme, we try to give support to students with special educational need as soon as possible. We try to introduce electronic aids in our programme, too. At the same time, we have different kinds of talks and workshops to help parents in supporting their children.

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

Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; organising activities to create an inclusive learning environment in the school; and our school uses Putonghua to teach Chinese in all classes / groups at all levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc.. Afterschool Chinese homework tutorial class and Chinese Literacy Teaching.

Curriculum Tailoring and Adaptation:

Teachers have lesson preparation meetings for different levels and different subjects so that they can learn from each other to design a good lesson for our students.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Through parent-child workshops, 'Happy Tuesday' gatherings and PTA outings, parents, students and teachers can have a chance to communicate with each other. Parent volunteer service teams help at school regularly.

School Ethos:

Students have a simple and happy school life at our school. We aim at cultivating the students' good behaviour and character. Teachers collaborate with each other. We have a good relationship with teachers and students. Our students are gentle, polite and diligent. They are willing to participate in extra-curricular activities.

Future Development

School Development Plan:

- 1. Create space for students' all-round development.
- 2. Cultivate students with good moral character and attitude.

Teacher Professional Training & Development:

Teachers have collaborative teaching and collaborative lesson planning. They are encouraged to participate in different workshops, lectures, overseas school visits and school-based support programs.

Others

To promote care campus, teachers' professional development and students' exposure to different learning environments, our school has participated in different competitions and award schemes. We have received many awards including The Caring Campus Award, IAIE The Inviting School 3rd Fidelity, The Hong Kong Healthy School Award (Silver), The Chief Executive's Award for Teaching, Excellence (Physical Education), The outstanding Teacher Award (Educational Management), The Quality Assessment Management Accreditation Scheme and The Outstanding Teaching Award for Moral Education.



樂善堂梁錫琚學校 (分校)

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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. CHAN Kin-ping	Ms. Lau Tit Mui	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					62%
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	Our school motto is Benevolence, Affection, Diligence and Faithfulness.	1993	Chinese & English	Nanny van	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
-	-	\$30	\$310 is used for enhancing school learning facilities.	\$26 replacement of student card

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	3	1	1	STEAM BUS
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
AI Space, Library, Multipurpose Room, General Studies Room, Technology Room, Visual Arts and Crafts Room, Recital Centre cum Music Room, TV Broadcast Room, Health and Well-being Hub, English Adventure Land				Ramp, Accessible lift, Accessible toilet, Tactile guide path 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				56	Total number of teachers in the school		62
Qualifications and professional training (%)				Years of Experience (%)			
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above	
95%	100%	25%	56%	18%	30%	52%	

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	Through self-directed learning, activity teaching, group/cooperative learning, e-learning, Blended Learning and Future Abilities (Fab) school base curriculum, equip students to meet future challenges. P.4-P.6 implement Bring Your Own Device (BYOD), allowing students to use electronic tools for learning.						
Remarks	Wednesday is Energetic Wednesday, which provides a variety of learning activities and it is also a no-homework day.						

Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	2	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)	0	Number of exam(s) per year (P2 to P6 only)	3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies					Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders					Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	In addition to summative assessment, our teachers observe the learning attitude and performance of the students and give them immediate feedback. We carry out formative assessment through students' self-evaluation, peer evaluation, parent evaluation, project work, student portfolios and practical tasks.				
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 for Primary 1 to Primary 3 are grouped based on students' average academic performance. There is an English Mastery Class in each level in P.4-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	30 mins	8:30 AM	3:30 PM	12:40 PM - 1:40 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	In alignment with the Education Bureau's 4Rs Mental Health Charter and the MVP60 policy, the school has introduced a 'Health and Wellbeing Hub'. The facility includes: A golf simulator, football machine, a boxing machine, a fencing machine and a rowing machine. Additionally, the Hub features a Wellness Room, where students can practice mindfulness.		Students enjoy Energetic Wednesdays, there is no Homework on Wednesdays. The school was awarded the "Gold Healthy School Award". The "Green Activities", "Fruit Day", "Body Fitness Program", morning exercises, spine-health exercise aim to promote overall healthy school life.		

Life-wide Learning

To promote diversified learning, 30 plus extra-curricular activities are arranged, including: robotics education, computer coding, science, debate, dancing, fencing, rope-jumping, drama, Olympiad, track events, gymnastics, basketball, football, volleyball, harp, abacus training, percussion instruments, choir, taekwondo, painting, boy scouts and girl guides, lion dance, St. John pandas, floor curling, equestrian, Japanese manga, Golfing and school TV broadcast.

School Mission

Our school promotes Invitational Education, hoping to motivate our pupils' initiative in effective and diversified learning. We expect pupils to enjoy learning in a harmonious situation and atmosphere. Our motto is "Benevolence, Affection, Diligence and Faithfulness". Our mission is to cultivate good moral standards and proper value judgments, zeal in voluntary services, community service, positive attitude and worldviews in pupils.

School Characteristics

School Management

School Management Organisation:

School affairs are managed by four administrative committees: Learning and Teaching (Curriculum and Pedagogy), Student Promotion and Student Support and Guidance, Student Affairs and Extracurricular Activities, School administration and General Affairs.

Incorporated Management Committee / School Management Committee / Management Committee:

The Composition of the IMC includes: 7 representatives from the sponsoring body, the principal (an ex-officio member), 2 teachers, 2 elected parents, 1 independent community member and 1 alumna /alumnus.

School Green Policy:

Pupils' slogans on water-saving are posted; there are old uniform collection boxes and recycling boxes on campus; the school actively participate in public campaigns such as "Light Out Action" and "No Air-conditioning Day" which are organized by various environmental protection organizations. We have applied for funds for the installation of re-cycled energy resources, heat-isolating panels, sensor water faucets and green school projects.

School's Major Concerns:

Catering to Students' Diverse Learning Needs to Improve Educational Efficacy and Fostering Well-Being on Campus.

Learning and Teaching Plan

Learning & Teaching Strategies:

According to the development characteristics of our school and the needs of students, we plan the most suitable school-based curriculum for our students. In terms of school-based curriculum, the school implements a number of activities across key learning areas to strengthen the connection of various subjects and enable students to learn more systematically; in terms of teaching strategies, the school implements the six principles of small class teaching, differentiated instruction, gifted education elements, Chinese and English Extracurricular reading, STEAM education, scientific exploration, programming, AI courses and e-learning are taught, allowing students to take care of students' learning diversity through group interaction, classroom teaching strategies and self-directed learning, thereby enhancing the effectiveness of learning and teaching.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Our school promotes the "Growth Treasury" learning journey program, based on the seven learning goals of primary education. The program aims to foster students' development and well-being in four key areas: "Language Proficiency," "Values Education," "Future Skills," and "Healthy Living." The key focuses of the curriculum updates include: "establishing a reading and sharing culture through language and library programs; strengthening values education (life and national education) aligned with positive education to nurture character; optimizing lesson time for balanced development; enriching learning experiences for holistic growth; catering to diverse learning needs by providing personalized support; enhancing STEAM education to cultivate innovation and digital literacy; promoting cross-curricular learning and reading to develop lifelong learning capabilities; and improving assessment literacy to enhance teaching and learning effectiveness.

Development of Generic Skills:

We develop students' generic skills through interactive class activities, high-order thinking skill training and project work.

Cultivation of Proper Values, Attitudes and Behaviours:

Our school greatly focuses on nurturing students' good character. Various subject panels organize activities to help students develop proper values and a positive mindset. Additionally, moral education lessons are implemented to enhance students' balanced development in four areas: personal growth, social skills, academics, and career readiness, while fostering the twelve core values of education and cultivating a positive outlook on life.

Student Support

Whole School Approach to Catering for Learner Diversity:

Adjustment strategies are provided to pupils from kindergartens to P.1 as well as from P.6 to Secondary F.1 including: homework accommodation, assessment accommodation, remedial classes, EPS, PAS, school-based educational psychology service and school-based speech therapy service.

Whole School Approach to Integrated Education:

Our school promotes mutual respect of individual differences among teachers and students and cultivate an inclusive school culture through the "Whole School Approach". Through different government schemes and projects such as School-based Educational Psychology Service, Enhanced School-based Speech Therapy Service, Learning Support Grant and School-based After-school Learning and Support Programmes, we provide different remedial learning groups and trainings on social skill.

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 provide pupils with intensive remedial support or learning support such as IEP and remedial classes to ensure smooth transition in the pupils' learning process. (The school also organizes programs like Cambridge English Course and Olympiad Course for academically gifted students).

Home-School Co-operation and School Ethos

Home-School Co-operation:

Through regular meetings and various activities (e.g. Volunteer Parents' group, educational seminars and sharing, parent-child activity, summer vacation activities and picnics), the PTA takes an active role in looking after pupils' welfare. Parents are arranged to sit in during classes and attend PTA to improve mutual understand. Our school has established a "Parent Academy" program to encourage parents to continue their studies and actively participate in parent seminars and various home-school activities. Our school has established the "Rainbow Angels" parent team for many years. The "Rainbow Angels" parent team regularly organizes interest groups and workshops. In addition to serving the school and the community, parent volunteers increase their sense of belonging.

School Ethos:

Our school has always placed great emphasis on fostering good character and positive values in students, striving to build a "Happy Campus" that provides diverse learning experiences to enhance students' well-being and achieve holistic physical, mental, and spiritual health. Through comprehensive and school-based guidance programs, we integrate positive values such as unity, filial piety, gratitude, positive education, national security and identity, and career planning* to cultivate virtuous behavior and instill a proactive attitude toward life.

Future Development

School Development Plan:

1. Supporting Diverse Learning Needs & Enhancing Academic Effectiveness:
All subject teams design and implement differentiated teaching strategies, assignments and thinking approaches to address students' diverse learning needs. The school implements gifted education programs to nurture students' multiple potentials.
2. Building a Happy Campus: Enhance students' emotional management skills. We create a positive campus environment that promotes well-being and cultivate healthy lifestyle habits among students. We will also help students to identify their strengths, develop a sense of purpose, and increase engagement.

Teacher Professional Training & Development:

To enhance the professional development of teachers, we organize seminars, workshops and exchange visits for teachers. We also partake in various partnership programs organized by the Education Bureau and tertiary institutions to improve the professionalism of the teachers through co-editing of pedagogic materials and classroom visits. Keep teachers abreast of new trends in education.

Others

Our School has been invited to be the IT in Education Centre of Excellence (CoE) to assist primary schools in the development of STEAM education. We also got the fund from QEF to design the coding program which can suit the students in Hong Kong. Moreover, our school has been awarded as "The caring school" for the past seventeen years. Throughout the years, we have actively promoted the Invitational Education (IE) and we received the Inviting School Fidelity Award from the IAIE. We were awarded the "Gold Healthy School Award". In addition, our school was awarded the Top 10 Outstanding School in the 6th Greater Bay Area STEM Excellence Award 2024.



伊利沙伯中學舊生會小學分校 Q.E.S. Old Students' Association Branch Primary School

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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Mak Yiu Hay	Mr. Wu Kwok 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					69%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Q.E.S. Old Students' Association Education Promotion Organization Limited	Vos Parate Ut Serviatis (Prepare yourselves so as to serve)	1992	Chinese	School Bus	About 7000 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
-	-	\$50	\$450	\$30 (replacement of student card)

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	4	1	1	Rainbow Playground, Chinese Culture Pavilion, Playground, Green Park, Ecological Garden, Fish pond, Turtle pond, Garden, Theater, Climbing Wall
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
English Room, STEAM Room, Multi-Purpose Learning Room, Counseling Room, Student Activity Centre, Campus TV Station, E+ Art Gallery, Music Room, Multi-Sensory Learning Room, Future Lab				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		59
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%	100%	24%	69%	24%	29%	47%

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. Implementing small-class teaching, emphasizing high classroom participation and multiple demonstrations to enhance students' abilities and interest in autonomous learning. 2. Embracing e-learning to enhance the effectiveness of teaching and learning.								
Remarks		Through diverse advanced and remedial courses, ensuring that students with varying abilities and learning needs receive appropriate care to develop their full potential.								

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		0	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		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	1. Formative assessment in P.1. No tests or examinations in P.1. 2. Use the formative assessment model to evaluate students' attitudes. 3. Different modes of assessment: In addition to examinations and tests, project-based learning, science experiments, performance assessments, outings, diary logs, peer and self-assessments are also included.						
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 are streamed according to their average exam results. 2. There are English Elite classes in P.1, P.5 and P.6. 3. Mathematics classes for P.5 and P.6 are conducted using ability-based 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	9	35 mins	8:10 AM	3:15 PM	1:00 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. Lunch is provided by a designated supplier following the "Healthy Lunch 321" principles to promote a culture of healthy eating. 2. Implementing a Healthy Campus Policy, organizing activities promoting positive psychology, healthy living, and balanced lifestyles. Various activities are offered during lunch breaks to help students develop positive, healthy, and self-disciplined habits.		1. P.1 to 4 dismiss at 1:30 p.m. on Fridays, while P.5 and 6 dismiss at 2:30 p.m. 2. Reading sessions nurture good reading habits. 3. Theme-based learning enhances interdisciplinary skills and knowledge application. 4. School offers diverse activities showcasing students' talents. 5. "All Stars with You" lunch show for student talent display. 6. Values and attitudes developed via growth classes and management.		

The school information is provided and vetted by schools. If further details are required, please contact the school direct.

Last revision date: 1 September 2025

Life-wide Learning

"Broadening Horizons, Pursuing Excellence" is the core belief of our school's wide-life learning program. We believe every child is a shining star. Through diverse learning experiences inside and outside the classroom, they can explore new horizons, enrich their knowledge, and unlock their unique potential. With a determination to excel, students are encouraged to develop their interests and talents, showcase their abilities in various activities and competitions, and grow into versatile individuals who contribute to society.

School Mission

- 1. To work together to create for our pupils a positive and caring environment that will enable them to have healthy and balanced physical cognitive and psycho-social development.
- 2. To nurture for our society a group of youths who will use "Vos Parate Ut Serviatis" as their target in life and in their studies and passionately and incessantly pursue knowledge, truth and excellence.

School Characteristics

School Management

School Management Organisation:
The Principal, working with the Vice Principals and all the administration teams whom she leads, strives to develop the school under the supervision of IMC.

Incorporated Management Committee / School Management Committee / Management Committee:
The members include: Sponsoring Body Manager, Principal, Substitute Manager, Independent Manager, Teacher Manager, Parent Manager and Alumni Manager.

School Green Policy:
1. Decide whether to turn on the air conditioning based on the temperature and humidity.
2. The luncheon provider that adopts reused and washable lunch boxes has been selected. Students have to bring their reusable eating utensils so as to avoid using disposable things.
3. Emphasize sustainable development by implementing waste sorting and recycling programs.
4. Prioritize environmental education by organizing various types of environmental activities through Green Starters environmental ambassadors to enhance students' environmental awareness and educate them on the importance of caring for the environment.

School's Major Concerns:
1. Cultivate students to become self-directed learners with a positive mindset to enhance learning efficiency.
2. Foster in students correct values and a healthy lifestyle attitude, enabling them to face growth challenges positively.

Learning and Teaching Plan

Learning & Teaching Strategies:
1. In addition to the formal curriculum, there is a personal growth period, an extra-curricular activity period, a diversified learning period and a theme-based learning period each week. These periods help students achieve the goals of whole-person development and enable them to develop the lifelong learning capabilities needed in our ever-changing society.
2. Emphasize the learning experience.
3. Promote different levels of thinking and questioning to develop students' potential.
4. We cultivate students' note-taking skills, helping them organize their learning and develop effective study habits.

Development of Major Renewed Emphases of the Primary Education Curriculum:
1. Strengthening values education (covering national education [including patriotic education, national security education] and life education.
2. Making good use of learning time and creating space to promote a balanced physical and mental development.
3. Strengthening cross-curricular learning and reading across the curriculum to develop students' lifelong learning capabilities.
4. Enriching life-wide learning experiences and fostering whole-person development.

Development of Generic Skills:
To consolidate students' mathematical and language abilities as well as develop students' critical thinking, problem solving, self-reflecting and creativity skills through interactive learning and a variety of activities in all subjects.

Cultivation of Proper Values, Attitudes and Behaviours:
Through personal growth period, school-wide learning activities and classroom activities, the following goals are achieved:
1. Let students recognize, build and make good use of proper values and attitudes.
2. Let teachers use appreciation and experiencing to build students' character strengths.
3. Build positive emotions and happiness for students.

Student Support

Whole School Approach to Catering for Learner Diversity:
The school has adopted a whole-school approach. The Student Support Team is responsible for coordinating policies and strategies to cater to individual differences. We provide students with different layers of support to overcome students' learning barriers, cultivate their learning motivation and self-confidence, and develop their self-learning ability.

Whole School Approach to Integrated Education:
The school embraces students' ability differences so we develop a whole-school approach to support them. The Student Support Team cooperates with our professional teams and specialists to support students' learning and growth. We offer differentiated assignments, assessment arrangements, individual education plan and other diversified learning activities according to the needs of 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; and organising activities to create an inclusive learning environment in the school.

Curriculum Tailoring and Adaptation:
Chinese: Children's literature has been integrated into a theme-based learning curriculum to boost students' comprehension and reading abilities.
English: The school-based curriculum has been designed to support students in all aspects. For junior levels, our curriculum includes the 'Space Town' project from the Education Bureau. For senior levels, there are P.5 and P.6 English Elite Classes.
Mathematics: The school-based curriculum has been designed acquire knowledge through daily practice.
Humanities: The curriculum nurtures students' thinking skills. Diversified assessment methods have been promoted. Different learning experiences help broaden students' horizons.
Science: A school-based STEAM curriculum has been developed to nurture students' inquiring minds in science and technology.

Home-School Co-operation and School Ethos

Home-School Co-operation:
1. The Parent-Teacher Association organizes a variety of activities for students and parents, such as parent-child trips, parent education seminars/workshops, and parent appreciation events for teachers. These activities help parents instill proper values in their children and promote the spirit of home-school collaboration.
2. A large team of parent volunteers supports the school in developing various activities.
3. Through programs such as "E-Fun Connection," "E-Fun Tea Gathering," and Parent Days, home-school collaboration is strengthened, and communication is enhanced.

School Ethos:
1. Building a positive and caring school environment.
2. Love is the core for pastoral care, focusing on nurturing the positive relationship among students, as well as between student-teacher and parent-child.

Future Development

School Development Plan:
1. Promote a school-wide reading atmosphere to enhance students' ability to "learn through reading."
2. Cultivate students' self-directed learning abilities through strategic and focused pre-learning.
3. Develop students' note-taking skills to organize their learning and make it a habit.
4. Each subject group continues to deepen values education through different strategies.
5. Each subject group focuses and enhances values education (law-abiding, integrity, diligence, filial piety) through different strategies to promote students' holistic development.
6. Advance national security education through "multiple approaches, mutual coordination." By guiding students towards holistic development, encourage them to leverage their strengths, enhance their sense of achievement, resilience, and adaptability.

Teacher Professional Training & Development:
1. Provide Professional Development for Teachers: Offer various professional development opportunities, including site visits, sharing sessions, and lesson demonstrations.
2. Facilitate Professional Development: Utilize lesson observations, teacher workshops, learning and teaching workshops and other strategies to enhance teachers' professional growth, ultimately improving the effectiveness of teaching and learning.

Others
Students actively participate in a variety of activities and competitions, including various subjects, STEAM, cultural arts, dancing and sports. They have achieved excellent results in many public competitions. Students of different abilities also have the opportunity to participate and showcase their talents.



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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Li Pik Lan	Mr. Chiang Tung Leung	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					98%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Queen Elizabeth School Old Students Association Education Promotion Organization	Vos Parate Ut Serviatis	1992	Chinese	School Bus	About 7800 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	Collect \$310 per academic year for school facilities upgrade, etc.	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	Conference room, interview rooms, 2 resource rooms, parent resource centre, kitchen and canteen.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
STEM room, 2 English rooms, computer room, 2 music rooms, visual art room, pottery studio, 2 remedial teaching rooms, multi-purpose room and counselling room, campus TV.				Ramp and Accessible lift.

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

Number of teaching posts in the approved establishment			56	Total number of teachers in the school		60
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	97%	19%	51%	17%	20%	63%

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		We value students' whole-person development by putting emphasis on their knowledge, skills and attitude. Cooperative and experiential learning methods are adopted to enhance students' learning motivation. Gifted elements and layered support are integrated into our daily teaching in order to allow students with different learning needs to develop their respective talents.								
Remarks		The 4 Primary and Secondary schools of the sponsoring body have chosen "cooperative learning" as the learning and teaching strategy, and gifted education programs have been developed to enhance the connection of the 4 schools.								

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		0	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		0	Number of exam(s) per year (P2 to P6 only)		2		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	Multi-dimensional assessment and formative assessment will apply to Chinese, English and Mathematics. Through the descriptive and academic reports, parents are informed about their children's levels of generic skills and academic performance.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	Mixed abilities. Every class is made up of students with different academic abilities and achievements.						

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	3:30 PM	12:25 PM - 1:25 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Healthy School Policy aims to impart knowledge and develop in students a positive healthy attitude. Fruit recess on Mondays and Fridays. Lunch and Tuck Shop monitoring program encourages pupils to establish healthy eating habits.		Morning assembly provides opportunities to appreciate pupils' achievement and announce important messages. The class-teacher time and tutorial time enable pupils to develop good learning habits and strategies. It also lets pupils finish some homework.		

Life-wide Learning

We provide students with all-round learning experience in all aspects, through different subject-based activities that allow students to apply what they have learned. Experiencing classes and co-curricular activities are included in the afternoon class period. We also design interdisciplinary courses to provide students with a more interesting and lively learning experience. "Experiential Learning Week" will be held after examinations for students to explore knowledge in specific special topics.

School Mission

To work together to create for our pupils a positive and caring environment that will enable them to have a healthy and balanced, physical, cognitive, and psycho-social development. To nurture for our society a group of youths who will use Vos Parate Ut Serviatis as their target in life and in their studies, and passionately and incessantly pursue knowledge, truth and excellence. To lead, contribute and support local development in education.

School Characteristics

School Management

School Management Organisation:

The sponsoring body of our school is "Queen Elizabeth School Old Students' Association Education Promotion Organization". We established the Incorporated Management Committee in 2007 to facilitate communication between managers and the principal on school development.

Incorporated Management Committee / School Management Committee / Management Committee:

The IMC, which comprises 9 SB managers, headmaster, 1 independent manager, 1 alternate SB manager, 2 teacher managers and 2 parent managers, was established in 2007.

School Green Policy:

The Sustainable Development Education has been integrated into the school curriculum. Pupils have to develop environmental and civic awareness through various learning activities.

School's Major Concerns:

Enhance students' self-directed learning abilities and generic skills, and strengthen their learning confidence.

Develop students' correct values and the practice of a healthy lifestyle.

Learning and Teaching Plan

Learning & Teaching Strategies:

The 35-minute lessons are designed to let teachers and pupils make good use of the time in implementing learning and teaching activities through cooperative learning. The school also establishes the class teacher time, after lunch activities time and tutorial time. The school encourages pupils to learn through practising. Pupils can construct knowledge through various learning and teaching activities in lessons. The school also arranges life wide learning activities for pupils to experience the learning processes and field studies. Personal-social education train and develop pupils' generic skills in collaboration with other learning areas.

Development of Major Renewed Emphases of the Primary Education Curriculum:

The students' learning time is balanced, with regular courses and experiential learning courses, including life education and positive education, experiential learning, reading lessons and diverse learning. Flipped classroom teaching is implemented in each subject to cultivate students' habits of self-learning. As a key strategy for caring for student diversity, the school requires every teacher to incorporate elements such as tiered instruction, visual cues, and questioning strategies in classroom teaching. Students have rich experiences in all aspects of learning, and the school actively collaborates with external organizations to provide opportunities for students to engage in diverse learning activities, such as visits, expeditions, workshops, and more. In addition, STEAM education is implemented through project-based and inquiry-based methods to cultivate students' critical thinking and discernment skills.

Development of Generic Skills:

Teachers regularly evaluate and improve teaching strategies through group classes and year-round sharing sessions, focusing on cultivating students' generic skills in daily class. Students' generic skills will also be consolidated through a variety of life-wide learning activities.

Cultivation of Proper Values, Attitudes and Behaviours:

With the vision of "Positive, Proactive and Caring", we set up our school-based Personal-social Education course materials. We aim to develop students' positive attitude with the The 18 Character Qualities of QPS based on Positive Psychology theories. Our Personal-social Education classes are taught by class teachers, so that team-building elements can be tailor-made to cater to students' needs at different growing stages. We also aim to cultivate student's values and characters through grade-based thematic life education activities and subject-based value education with intellectual, emotional, volitional and practical dimensions.

Student Support

Whole School Approach to Catering for Learner Diversity:

The school helps pupils identify and tackle learning difficulties. We develop pupils' learning interest, motivation and confidence, and enhance self-learning ability. 2 senior teachers will coordinate the policy and strategies to cater for individual differences.

Whole School Approach to Integrated Education:

Our school places great importance on the differences in students' abilities. As a result, we implement "Whole School Approach" to provide student support and establish the student support team. It is responsible for coordinating and formulating various policies and measures to cater for individual differences and collaborates with other groups to support students' learning and development. We implement curriculum accommodation, assessment accommodation and individual education plans. Moreover, we set up a variety of talented programmes to the different needs of students. For counselling programmes, there are leaping classes and homework counselling classes.

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

Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; and organising activities to create an inclusive learning environment in the school. After-school classes are arranged to help with their homework and Chinese learning.

Curriculum Tailoring and Adaptation:

Co-planning of all main subjects is implemented in all school levels. Curriculum tailoring and adaptation is also implemented. Teachers work together to design the teaching and learning strategies, methods and activities of each module. These can help achieve a better teaching and learning effect.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The school establishes the PTA to strengthen the home-school communication and connection. The school and the PTA will collaborate to hold various seminars, workshops, courses and recreational activities. The PTA establishes the parent volunteer group to recruit the parents in helping the school's learning activities. Several parents' days, parents' meetings and students' learning outcome exhibitions will be held for parents to understand students' learning life in school each year.

School Ethos:

The personal social education curriculum was established in accordance with the school mission, education objectives, curriculum vision and learning guidelines in collaboration with the whole school approach programs to develop a harmonic relationship between pupils and teachers and a sense of belonging in pupils.

Future Development

School Development Plan:

- 1. Enhance students' self-directed learning abilities and generic skills, and strengthen their learning confidence.
- 2. Develop students' correct values and the practice of a healthy lifestyle.

Teacher Professional Training & Development:

External professional groups are invited to provide teaching support; regular group lessons, sharing sessions and workshops are held to share professional knowledge. Teaching quality will also be enhanced through class observation on various aspects.

Others

We have been holding various overseas and mainland learning exchange activities and competitions , covering the exchange of culture and art, dance, music, sports, STEM, environmental protection, military training and visits to sister schools, etc. Students with different talents and characters have the opportunity to participate. Destinations include Tokyo, Osaka, Taipei, Yilan, Taichung, Sichuan, Shanghai, Ningbo, Hangzhou, Xi'an, Guangzhou, Heyuan, Nanning and Dongguan.



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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Wong Kim Hung	Mr. Yiu Chung Man Edmond	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
Shap Pat Heung Rural Committee School Limited	Be knowledgeable and tenacious of purpose	2002	Chinese & English	Nanny van	About 5300 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		Pledged School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$30	Collected in 2 instalments, \$225 per instalment. All funds will be used to benefit students.	Replacement of student card \$12

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	4	1	1	Millennium-designed school campus with 30 classrooms, 2 standard basketball courts and 1 farmland.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Campus TV, Library, Chinese Room, English Room, Mathematics Room, General Studies Laboratory, Music Room, Computer Room, Visual Arts Room and Multi-function Rooms.				Accessible lift, Accessible toilet, Tactile guide path and Accessible Handrails.

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		61
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
90%	98%	28%	49%	34%	23%	43%

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 implemented in our school. Diversified teaching methods are adopted to provide students with rich learning experience.								
Remarks		-								

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		3	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		0	Number of exam(s) per year (P2 to P6 only)		3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							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 school holds three exams per year. To reduce stress, some subjects are assessed in parts. Besides written papers, assessments include oral and practical tasks. Primary One students do not take written exams in the first term. The school also uses a Holistic Development Record to track non-academic growth.						
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' academic performance is balanced across Primary One to Primary Three classes. From Primary Four onwards, students are placed into classes based on their language proficiency.						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	8	40 mins	7:55 AM	3:05 PM	12:45 PM - 1:40 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	To implement the school-based "Active and Healthy School Policy," our school makes good use of both lesson time and non-classroom time to increase students' physical activity. Measures include the "Move It at Lunch" programme and various sports activities during co-curricular periods and after school. These efforts support students in building active, healthy lifestyles.		The school promotes holistic development through varied learning experiences, such as overseas exchanges, day/overnight camps, and after-school programmes. These opportunities help students explore their potential and grow.		

Life-wide Learning

Our school is committed to providing a life-wide learning experience that supports the all-round development of every student. Through a diverse curriculum, students build a strong foundation in both physical and artistic domains. Engaging reading programmes help strengthen their literacy and language skills, while performing arts opportunities enable them to express themselves confidently on stage.

The school also offers a wide range of team training and interest-based activities, allowing students to explore their potential and discover their passions. The Annual School Showcase serves as a key platform for students to showcase their achievements and talents, building confidence and fostering continuous personal growth.

School Mission

Upholding the school sponsoring body's student-centred philosophy, the school is dedicated to fostering students' holistic development while nurturing strong character and positive values.

School Characteristics

School Management

School Management Organisation:

The IMC formulates the main foci of the school development policies. Guided by the Principal and the Vice-principals, all teachers and staff develop strategies to implement the policies.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee consists of representatives from the school sponsoring body, the Principal, teachers, parents, alumni and independent parties. Every committee member adopts a student-centred approach to manage the school and is committed to implementing the school's philosophy of promoting holistic education.

School Green Policy:

Our school embraces eco-friendly principles and prioritizes the greening of the campus. We also emphasize the importance of environmental protection in our teachings, encouraging students to work together to create a beautiful campus.

School's Major Concerns:

- (1) Enhancing Students' Self-Directed Learning Skills Through Experiential Learning
- (2) Promoting students' health literacy

Learning and Teaching Plan

Learning & Teaching Strategies:

Our school has developed school-based curricula for both Chinese and English. At each level, appropriate books and other reading materials are used as the core of instruction, fully replacing traditional textbooks. The aim is to enhance students' interest in reading and to broaden and deepen their reading experiences. In addition, the school adopts a dialogic teaching approach, actively fostering thinking through classroom dialogue. This encourages greater student participation, supports the development of thinking skills, and helps strengthen students' generic skills.

Development of Major Renewed Emphases of the Primary Education Curriculum:

To support students' whole-person development, our school adopts a split-day timetable. The morning session focuses on academic learning, while the afternoon is dedicated to life-wide activities and values education, promoting a balanced development of knowledge, character, and well-being. Each year, we organise a range of cross-curricular activities, such as Integrated Learning Week, Reading Fun Day, Multicultural Day, and Chinese Culture Day, encouraging students to explore diverse themes from multiple perspectives. In addition, a variety of experiential learning opportunities are provided to nurture students' perseverance, sense of responsibility, confidence, and interest in learning, thereby gradually enhancing their self-directed learning capabilities.

Development of Generic Skills:

Through the "Leader of Tomorrow Education Framework", our school integrates a dialogic teaching approach with curriculum designs that emphasise the connection between knowledge and practical application, aiming to foster students' generic skills. Students are also given opportunities to take on various roles such as class monitors, prefects, campus TV crew members, and library assistants. These authentic experiences help them develop essential skills in communication, collaboration, problem-solving, and creativity.

Cultivation of Proper Values, Attitudes and Behaviours:

The school incorporates elements of social and emotional learning, as well as life planning, into its values education curriculum to enhance students' self-awareness, self-management, social awareness, communication skills, and responsible decision-making. Core school values are also embedded across assemblies, weekly gatherings, and subject teaching materials to help students develop positive attitudes and values.

In addition, the school organises a variety of experiential learning activities, such as leadership training day camps, educational camps, and overseas exchange programmes. These experiences provide opportunities for students to deepen their understanding of positive values through real-life practice, nurturing them as responsible future leaders. The school also organises Chinese Culture Day, study tours to the Mainland, and exchange activities with sister schools to help students gain a better understanding of the nation and strengthen their sense of national identity.

Student Support

Whole School Approach to Catering for Learner Diversity:

To better cater to students' diverse learning needs, the school adopts a variety of teaching approaches and assessment strategies. In addition, a range of after-school activities and team training programmes are provided to offer students learning experiences that suit their interests and abilities, helping them develop their individual potential.

Whole School Approach to Integrated Education:

Our integrated education is based on three basic principles - Early Identification and Intervention, Home-School Co-operation and Cross-Sector Collaboration. A three-tier support model is also adopted in order to cater for students' diverse needs in a comprehensive manner, and establish inclusive values and a caring school culture.

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:

Differentiated worksheets and learning materials are adopted across all subjects and levels to cater for learner diversity. Assessment schemes are adapted in a way to ensure fair assessment of students with special educational needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The school values building strong partnerships with parents and strengthens this connection through a variety of parent activities. These initiatives help parents stay informed about the school's direction and development. Parents are encouraged to share their views through regular surveys and participate in the "KYS Parents Club," where they can engage in volunteer services and attend seminars in a structured manner. These opportunities allow parents to be actively involved in school life and further strengthen home-school collaboration in support of student growth.

School Ethos:

Our school upholds the educational philosophy of "Caring as the Foundation, Strengthening Core Values, and Nurturing Leaders of Tomorrow." We are committed to developing students' self-awareness, empathy for others, and concern for social and global issues. Under the leadership of the Principal, all staff and students work together to enhance the school environment and the quality of learning and teaching. Teachers support one another, fostering a professional and collaborative working atmosphere that encourages positive teacher-student interaction. Students have a strong sense of belonging, show respect for their teachers, and maintain harmonious relationships with their peers. The school also actively promotes effective classroom management strategies to cultivate a positive and supportive class culture.

Future Development

School Development Plan:

- 1. Through holistic education we equip students with the qualities of leaders of tomorrow who contribute to people' s well-being and advancement in the future;
- 2. Through constant innovative designs in curriculum, pedagogy and assessment we provide forward-thinking education;
- 3. Through continuous teacher professional development and empowerment we strive for enhancing teaching professionalism;
- 4. Through establishing a culture centred around learning we construct school-based knowledge and develop into a learning community in pursuit of excellence.

Teacher Professional Training & Development:

Our school places great emphasis on teachers' professional development and regularly organises a variety of training and exchange activities to enhance teaching effectiveness. These activities include collaborative lesson planning, peer lesson observations, teaching research lessons, in-school professional sharing sessions, staff development days, exchange programmes, support from the Education Bureau, inter-school learning opportunities, and participation in support schemes. The aim is to foster professional dialogue, encourage continuous learning, and promote collective growth among teachers.

Others

Our school places great emphasis on students' development at different stages and is committed to providing positive and diverse learning experiences. To support Primary One students in adapting to school life, a bridging programme is held during the summer holiday. In the first school term, dictations and written assessments are suspended to reduce pressure and help students transition smoothly.

We also value the recognition of students' strengths in various areas. A range of awards and scholarships are set up to encourage students to explore their potential and build confidence in academics, sports, arts, and personal conduct. Our students consistently achieve outstanding results in both academic and non-academic competitions. In addition, our Secondary School Places Allocation results have been favourable over the years, reflecting the holistic development and learning effectiveness of our students.



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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Kwok Che Chin Cindy	Ms. Lok Shui Ping	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	2002	Chinese	Nanny van	About 6280 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
-	-	\$45	\$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	Tin Ling Gallery, PTA Resources Room, Reading Corner
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Conference Room, Social Worker Room, Small Group Teaching Rooms, Emmanuel Room, Dancing Room, Covered Playground, Playground, Hall, Computer Room, Music Room, STEAM Room, Visual Arts Room, General Studies Room, The Way, Library, Language Room, Annex Block				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				52	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%	100%	40%	75%	-	22%	78%	

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	3	4	5	5	5	27
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	2	3	4	5	5	24
Mode of teaching at different levels	We adopt small class teaching and people- oriented approach. Through theme-based experiential learning and situated learning, we hope to develop students' 21st century skills with the qualities of global citizenship.						
Remarks	1. Experiential learning activities are organised to enhance students' learning and their abilities of reflection. 2. We assess students' performance through various forms of assessment in order to adjust the teaching progress.						

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)		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 use various forms of assessment in each subject. We emphasis on students' self- assessment and reflection. Therefore, formative assessment and dictation results will not be counted on their final school report. All students work towards creating a portfolio, a written report (comments and suggestions) and a multiple intelligence analysis. All P.6 students must complete the final year project.						
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 placed evenly according to their academic results in mixed ability classes from P.1 to P.6. We use differentiated instructions to cater for students' 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	3:20 PM	1:10 PM - 2:10 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	We have established a Student Affair Team to ensure the quality of food provided by the supplier. We carry out programs such as Green Meal, Joyful Fruit month, Children Chiropractic Program and Eye care activity to promote healthy lifestyle among students. We also concern about the weight of students' school bags.		Our school also emphasizes that students build a healthy lifestyle through regular exercise. Our school has developed AI technology and has newly built an "AI Intelligent Sports Station" on campus. It uses facial movement recognition technology to analyze and record students' body movements, provides real-time movement feedback, and collects their movement data.		

Life-wide Learning

Our school offers nearly 70 extra-curricular activities every year for students to choose from to promote the goal of whole-person development. Our school's Life-wide Learning is based on the "Five Basic Learning Experiences". Different types of activities are expected to enable students to develop their 21st century general abilities so that students can learn to face the rapidly changing future.

School Mission

Our school motto is "Not to be served but to serve." We act out of the Sponsoring Body's aim to promote, in Christian spirit, the whole-person development of students, their ethics, intellect, physique, social skills, aesthetics and spiritual domains, so that they may develop a sound character and the spirit of fellowship to serve the society and the nation in order to contribute to the betterment of mankind.

School Characteristics

School Management

School Management Organisation:

The school is managed by the IMC. The principal leads the vice-principals and the administrative committee to ensure sustainable development of the school and to manage the daily operation of the school.

Incorporated Management Committee / School Management Committee / Management Committee:

The IMC consists of a priest, a parent, an alumnus, a teacher, our principal and some professional administrative managers.

School Green Policy:

We continue to develop environmental protection on campus and are committed to promoting environmental education. The school has set up "Environmental Ambassadors" to encourage students to participate in environmental protection activities to practice green living and cooperate with the community to promote environmental protection and provide services. For example: organizing activities, setting up solar power generation systems, installing smart water dispensers, replacing LED light tubes, recycling and selling old school uniforms, electronic notices, recycling and reusing paper, and carrying out garden planting, etc.

School's Major Concerns:

We strive to optimize teaching and learning strategies in order to enhance students' learning capabilities. We continue to cultivate students'21st century generic skills.

We continuously promote positive education, strengthen students' values, and enhance their sense of well-being.

Learning and Teaching Plan

Learning & Teaching Strategies:

We put emphasis on learning from experience. Students' generic skills, positive values and attitudes are cultivated through diversified experiential learning scenarios related to their life experience, so they are confident to face any challenges in the future. Teachers adjust the teaching strategies to address students' difficulties. We keep everyone a personal portfolio so that they can take control of their own learning process according to their personal interests and character traits.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Our curriculum is designed on a "cross- curriculum experiential learning" basis. The six-year study of students starts from getting to know the campus, to caring for families, nature and the social environment. Also, students will be guided to their life planning, and finally be a global citizen. The curriculum enhances students' whole-person development. Each grade will carry out different experiential learning activities according to themes, including national security education, values education, service learning, STEAM education, reading, healthy life practice and other aspects of learning. For example, in the themed study of HK, students will read books about old HK, explore the Houhai bay preserved in Shenzhen and Hong Kong, explore the issue of population ageing with gerontology etc.

Before graduation, students need to complete the final year project study, and strive to cultivate them to be the 21st century citizens.

Development of Generic Skills:

The school-based experiential learning curriculum integrates the learning foci of different subjects, allowing students to learn through life-wide learning activities, such as field trips, forest experiences, contextual learning, orienteering activities, lectures, etc. The purpose of our curriculum is to enhance students' generic skills, well-being, and personal responsibility to care about the world so that our students become optimistic and positive learners of the 21st century with the qualities of global citizens.

Cultivation of Proper Values, Attitudes and Behaviours:

Based upon Christian values, we are committed to promoting positive education to help children understand themselves, develop their potential, respect each other, establish healthy interpersonal relationships, and become responsible citizens. We integrate national security education into daily life to increase students' national identity and social responsibility. Actively promote healthy campus culture, cultivate perseverance and positive thinking. Our kids are to become future citizens with a sense of responsibility and positive values.

Student Support

Whole School Approach to Catering for Learner Diversity:

We use the whole-school approach and the 3-tier intervention model to cater for students' diversity. We provide varied support to students with special educational needs. We also provide gifted education to talented students.

Whole School Approach to Integrated Education:

Core members of our school student support team include special educational needs coordinator, special educational needs support teachers, teaching assistants and school social workers. We carry out a whole school approach to support students with special educational needs. Related training courses, homework adaptation, remedial learning groups, social skills training courses and school-based speech therapy services are provided for 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; 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. Curriculum adaptation in all subjects.
2. Implementation of assignment and assessment accommodation.
3. Provide suitable curriculum adaptation for students with special educational needs.
4. Extra time allowance, reading aloud of papers and enlarged question papers are provided for students with SpLD in reading and writing.
5. Provide counselling programs, enhancement classes and various elite learning groups.

Home-School Co-operation and School Ethos

Home-School Co-operation:

1. The PTA and PTA voluntary team is valuable in implementing various activities in schools.
2. School organised parent education programmes, various kinds of activities to parents so that they can nurture their children in a joyful, healthy and balanced way.
3. School organised "Parent-teacher gatherings" and "Gathering with the Principal" in all the levels to encourage effective communication among parents and teachers.

School Ethos:

1. We promote positive education to develop students' positive thinking so that they can better face the challenges of the daily life.
2. We foster students' self-understanding, personal planning, goal setting and reflective habits of mind through experiential learning activities.
3. We build up a caring school culture, cultivate students' practice of "Not to be served but to serve".

Future Development

School Development Plan:

1. We continue to enhance the efficacy of teaching and learning.
2. We continue to strengthen values education, positive education, national education and national security education, and cultivate students' correct values and positive thinking.
3. We strive to develop STEAM education. We launch the innovative learning. Our main goal is to develop self-directed learners.
4. Making good use of learning time and creating space to promote a balanced physical and psychological development, so as to lead a healthy lifestyle.
5. We launch an AI artificial intelligence school-based curriculum in order to enhance students' understanding of artificial intelligence, and nurture students' media and information literacy.

Teacher Professional Training & Development:

We hold several staff development days and different staff sharing meetings every year. We hold a professional development session every week to share the insights and reflections in teaching. Co-planning meetings and subject lesson observation are held frequently.

Others

1. Our school's students actively participate in various competitions and have achieved numerous honors, such as: Our school choir won the highest accolade of Grand Prize in the 2024 Guangdong-Hong Kong-Macao Sister Schools Choir Competition (Shenzhen), jointly organized by the education bureaus of Shenzhen, Hong Kong, and Macao.
2. Our school organizes various overseas exchange activities every year, including: Sports Study Tours: Singapore, South Korea, Shanghai, Arts exchange programs: South Korea, Taipei, Taichung, Historical and cultural trips: Sichuan, Beijing, Guangzhou.



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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Leung Shu Yin William	Ms. Ip Man Ting	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					56%
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 and Honesty.	2001	Chinese	School Bus	About 12580 Sq. M
Through-train Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
S.T.F.A. Yung Yau College					
			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	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
English Rooms, Computer Room, CoolThink@JC STUDIO, Dancing Room, Music Rooms, Visual Art Room, Play Room, Room for String Orchestra, Broadcasting Room, MusicLab, Remedial Teaching Room, Student Guidance Room, Student Activity Room.				Accessible lift and Accessible toilet.

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

Number of teaching posts in the approved establishment			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
95%	100%	55%	59%	21%	7%	72%

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, P.1 - P.3 PLP-RW Lessons and P.4-6 Reading Lessons.						
Remarks	Language teaching and learning are emphasized.						

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					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	Project Learning, Assessments for Learning, Reading Schemes, Formative and Summative Assessments, 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	Balanced arrangement.				

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	3:40 PM	12:35 PM - 1:40 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	'Fruit Day', 'Games Day', 'Whole School Exercise', etc.		School cycle.		

Life-wide Learning

Based on Gardner's Theory of Multiple Intelligences, our school is providing more than 40 Multiple Intelligence Courses, such as Japanese, Korean, Creative Thinking, Mosaic, Little Emcee, Djembe, Dance, Rummikub, Cub Scouts, Financial Management, etc. We have trainings for various School Teams, including Musical, Orchestra, Rope-skipping, Table Tennis and Basketball trainings. Numerous annual events, for example, Sports and Art Day, Learning Visit, World Day and Games Day are also conducted.

School Mission

Our school is dedicated to providing an all-round education to enable our students to achieve a balanced development in all areas: moral, intellectual, physical, social and aesthetic.

School Characteristics

School Management

School Management Organisation:

School-based Management.

Incorporated Management Committee / School Management Committee / Management Committee:

Incorporated Management Committee was established in 2006.

School Green Policy:

- 1. Establish water-saving guidelines and install automatic sensor faucets.
- 2. Set air-conditioning usage guidelines for classrooms for energy conservation and carbon reduction education.
- 3. Encourage teachers and students to reuse waste paper and recycle regularly to practice eco-friendly living.
- 4. Implement on-site meal portioning during lunch, with students bringing their own utensils to foster environmental awareness.
- 5. Integrate environmental education into the curriculum, organize activities and competitions for energy conservation education.

School's Major Concerns:

(2025-2027)

- 1. Cultivate students' reading ability and interest.
- 2. Promote students' physical and mental health.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. Implement a kindergarten-to-primary transition curriculum to ease students' adaptation.
- 2. Use contextual learning to boost English and Mandarin skills; offer Japanese for Primary 6 and multiple intelligence foreign language courses to encourage third-language learning.
- 3. For lower primary, combine PLP-RW with Alpie's Lagoon Phonics, supported by EEGS; for upper primary, introduce NET reading classes; grouped English learning in Primary 5 and 6 addresses diverse needs.
- 4. Conduct holistic and thematic learning activities to foster skill demonstration through engagement.
- 5. Promote National and Values Education and Cross-curricular Reading, focusing on students' physical and mental well-being.
- 6. The teaching team collaborates on research with the Education Bureau, universities, and Jockey Club to improve teaching and learning.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Following the "Seven Learning Goals of Primary Education" of the EDB. Cultivate a sense of belonging and national identity towards our country through national affairs education, national education and national security education;

Development of Generic Skills:

Project Learning, Exchange Programme.

Cultivation of Proper Values, Attitudes and Behaviours:

Implementing moral and national education, child development course, learning visits, school-based activities.

Student Support

Whole School Approach to Catering for Learner Diversity:

Bridging courses for primary 1 and primary 6 students, Pre-S.1 information days for primary 5 and primary 6 students, Induction programme for newly secondary 1 students (conducted by through-train secondary school), After-school tutorial groups, After-school self-study groups, After-school remedial classes, Top-notch courses and Enrichment programmes.

Whole School Approach to Integrated Education:

Our student support team, with the school-based speech therapist and the school-based educational psychologist as the core members, provides school-based speech therapy and school-based educational psychology service, arranges assessments, accommodations, "Catering for Learner differences" classes and group trainings, and implements "Early Identification and Intervention Programme for P1 Students with Learning Difficulties for 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; and organising activities to create an inclusive learning environment in the school. Non-Chinese Speaking (NCS) students must learn the mainstream Chinese Language Curriculum. All NCS students must finish the homework and sit for assessments of the mainstream Chinese Language Curriculum. All applications of leaves other than school holidays are handled according to the School's and Education Bureau's policy of absenteeism.

Curriculum Tailoring and Adaptation:

School-based Learning and Reading Programs.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Parent-Teacher Association, Parents' Day.

School Ethos:

Life Education.

Future Development

School Development Plan:

To optimize "Learning and Teaching" and "Student Support and School Ethos" domains.

Teacher Professional Training & Development:

Staff Development Days.

Others

English Camp, Wu Mien Tuen Scholarship.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Rev. Li Chi Yuen	Principal Chow Hoi Yan Santana	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					93%
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	ad summum et perfectionem	1995	Chinese	School Bus	About 5600 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
Shung Tak Catholic English College, Pui Shing Catholic 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	Fees for specific purposes \$300	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	3	1	1	Computers, electronic smartboards and internet access at school. Green garden, greenhouse, St. Jerome Rainbowland, campus TV are included.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Prayer Room, Multi-Media Computer Rooms, Multi-purpose Activity Centre, Guidance Room, Reading Jungle, Moral & Civic Education Resource Centre, Music Rooms & Visual Arts Rooms 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				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%	99%	28%		36%		23%		22%		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	The school implements small class teaching and teachers use a variety of teaching strategies to cater for learners' learning diversity.						
Remarks	Through a variety of learning activities and teaching strategies, fostering pupils' generic skills through authentic learning experience among their peers.						

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							No
Diversified Assessment for Learning	Apply Assessment For Learning in both teaching and learning including formative assessment and summative assessment. For example, project-based learning, practical assessment, learning log, self-assessment, peer assessment as well as comments from 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	Primary two to Primary six are streamed according to students' English learning performance in order to enhance students' English proficiency.						

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	3:30 PM	12:45 PM - 1:45 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	In order to promote all-round development of students, the school has implemented a holistic curriculum including gymnastics and community service. Besides, we participate in sportACT Programme. We also provide students with multi-intelligent activities before classes and during recess time.				

Life-wide Learning

Mathematical Olympiad, scientific class, Chinese and English debating teams, athletics, basketball, table tennis, badminton, football, volleyball, rope skipping, golf, dance, choir, Western and Chinese instrument classes, campus makeup artist, Green Kids, coding and STEM, Campus TV, Speech, drama, flag-raising Team, Cub Scouts, Community Youth Club, Young Pioneers of Christ, etc.

School Mission

We follow the traditional path of Catholic schools which stress holistic education based on the Gospel. We encourage students to follow God, spread His love in their daily lives, live with others cooperatively and with mutual respect, be self-disciplined, accept their civic responsibilities and care for our God given environment.

School Characteristics

School Management
School Management Organisation: The Incorporated Management Committee members support the school well. The Principal and the core team have applied distributed leadership to facilitate the sustainable development of the school.
Incorporated Management Committee / School Management Committee / Management Committee: The Incorporated Management Committee members include the school Supervisor, Principal, an Independent Manager, Teacher Managers and Parent Managers.
School Green Policy: To raise awareness of environmental protection among pupils and encourage them to put it into practice.
School's Major Concerns: 1. More activities are organised in the whole-day school to enrich students' learning experiences. 2. To instil moral values and attitude towards life in students.
Learning and Teaching Plan
Learning & Teaching Strategies: 1. Promoting the concept of Catholic school education to achieve the whole person education. 2. Promoting small class teaching, enhance teacher-student interaction. 3. Introducing a strategy of self-directed learning, stimulate students' learning motivation, promote students' diversity of learning and construct moral values and attitude towards life. 4. Through project learning and full-scale activities, students' learning experiences will be enriched and students' study skills and thinking skills will be cultivated. Higher forms establish a domestic and international exchange learning journey to expand students' horizons. 5. For two classes in each level from P.3 to P.6, Putonghua is used as the medium of instruction for teaching the main texts of the Chinese Language. P.1 to P.3 English textbooks implements the "PLPR" (English Reading Scheme) to develop students' bi-literacy and trilingual skills. 6. Promoting STEAM Education to stimulate students' creative thinking.
Development of Major Renewed Emphases of the Primary Education Curriculum: Our school focuses on seven key areas to optimize the overall curriculum. First our school has reorganized the school-based Values Education framework and curriculum. The timetable has been revised to make the best use of whole-day school to strengthen Values Education, create space for effective use of learning time, and promote activities to help balance both physical and mental development of our students. Our school also implements various activities to enrich students' all-round learning experiences. We cater to the diverse needs of students through a variety of classroom activities. We also focus on STEAM Education in the classroom and help develop students' media and information literacy. Students are involved in activities like, cross-curricular learning and reading to develop lifelong learning abilities. We are committed to improving assessment literacy so as to promote teaching and learning effectiveness.
Development of Generic Skills: Through theme-based learning tasks and diversified inquiry activities, students are led to use information technology and combine life experiences to learn to use knowledge to enhance their interest in learning. It also designs a full range of learning activities. Students record and collect information during field visits, use multiple intelligences to complete learning tasks, and extend learning.
Cultivation of Proper Values, Attitudes and Behaviours: With a determination to cultivate the five core values of Catholicism through the teaching of various subjects and diversified learning experiences in order to coordinate with the growth and development of students, nurture students' positive values and positive attitudes. Inspire students with the spirit of nationalism for self-improvement and practice of civic responsibility. Develop an attitude of gratitude, making the Earth a delightful place to live.
Student Support
Whole School Approach to Catering for Learner Diversity: Providing a bridging course for Primary One, different activities and training for Primary Six and homework counseling to support students in need.
Whole School Approach to Integrated Education: Core members of student support team, principles and consideration on deployment of resources such as Learning Support Grant, Enhanced School-based Speech Therapy Service, specific measures in supporting students with SEN like teaching adaptation and assessment accommodation. Our school hires school-based educational psychologist, school-based speech therapist and school social worker to provide remedial learning groups, training on social skills, Individual Education Plans (IEPs), mechanism in soliciting parents' views and discussion on student progress.
Education Support for Non-Chinese Speaking (NCS) Students: Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; and organising activities to create an inclusive learning environment in the school. Through the organization of cultural performances, cultural experience days and cultural tracking activities, students can understand Chinese culture. In addition, non-Chinese speaking students can visit famous places in Hong Kong and let them experience the different cultures in Hong Kong.
Curriculum Tailoring and Adaptation: Provide homework and assessment adjustments for students with special learning needs. Provide extra learning tasks or activities for more able students to brighten up their lives.
Home-School Co-operation and School Ethos
Home-School Co-operation: Our school lays a lot of importance on parent-child relationship. In order to enrich parents' parenting skills and enhance parent-child relationships, our school organises educational seminars, group trainings, workshops and parent-child activities. Our school also organises parent volunteer teams for various programs, allowing more parents to support school activities and development which helps strengthen home-school communication and cooperation.
School Ethos: Our school helps students' understanding the values of "Truth, Justice, Love, Life and Family" which leads them to a healthy and harmonious life based on the core values of Catholic schools through various activities such as Big Brothers and Sisters Scheme, Primary 1 Orientation Day, Moral Education Classes and 'Jesus's Little Disciples' Award Scheme, etc.
Future Development
School Development Plan: 1. Reading across the curriculum 2. Promoting Healthy Living Habits Among Students
Teacher Professional Training & Development: Align with the development of the school and continuously improve the professional capacity of the teaching team.
Others
Our school has joined and co-organized various overseas study tours in order to let our students know more about the culture and people of different countries and provide more learning opportunities for them to improve their English and Putonghua proficiency.



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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Tse Yuen Ching	Ms. Fung Yin Yee	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	Love and be loved; be diligent, brave, filial and polite.	1995	Chinese	School Bus	About 6200 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
Chiu Lut Sau Memorial Secondary School, Yuen Long Public Secondary School, Tin Shui Wai Government Secondary School			-		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
-	-	-	\$200	\$10 (Replacement of student smart card)

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	PTA Room, Counselling Room, Speech Therapy Room, 2 Conference Room, Teacher's Common Room and Mini School Hall.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Music Room, Computer Room, Art Room, Chinese Culture Room, Science Room, English Room, Campus TV Station, STEM Room, Remedial Teaching Room, Dancing 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			53	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%	60%	40%	85%	9%	13%	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.								
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	Content includes various assessment accommodations, various interviews, group discussion and presentations, 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	Students are streamed according to their academic results & conduct.				

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	8:15 AM	3:20 PM	12:20 PM - 1:20 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Mental Health@School, Fruit Day, SportAct Award Scheme, Primary School Physical Fitness Award Scheme.		After-school interest groups Mon. - Thur. 3:30pm - 5:00pm; Fri. 2:30pm - 4:15pm.		

Life-wide Learning

AI Courses, Football, basketball, National Flag Guard, Brownie, Scouts, Red Cross Little Buddies, Choir, Hand Chime, Guzheng Team, English Drama Team, Chinese Drama Club, Chinese Dance, Green Team, Dragon & Lion Dance, Tae Kwon Do, School Reporter, Cambridge English, Chinese Kung Fu, Junior Scientist, Reading Club, Visual Arts Team, Africa Drum, Balloon Twisting, etc.

School Mission

To foster balanced development in moral, intelligence, physical, social and aesthetic domains.
To instill in the students the sense of caring others and fulfill their responsibilities to the society to become good citizens.

School Characteristics

School Management
School Management Organisation: School Management Committee includes Chairman (EDB Principal Assistant Secretary), School Head, 2 teachers, 2 parents, 2 independent members.
Incorporated Management Committee / School Management Committee / Management Committee: School Management Committee was established in 1999.
School Green Policy: Environmental protection is our major concern. The school helps students understand the importance of personal responsibility in protecting the environment. This year we have successfully applied to the Environment and Conservation Fund and carried out a green project in our school. Energy saving: To encourage teachers and students to use less paper and recycle paper; to teach students to save energy; establish Environmental ambassadors; use the funding to replace the old air conditioners with grade 1 energy label air conditioners. Green campus: Use the funding to set up a rooftop garden to promote the concept of pollution-free living and for students to experience organic farming.
School's Major Concerns: 1. To boost students' generic skills through multiple learning experience. 2. To cultivate positive values by fostering values education for whole-person development.
Learning and Teaching Plan
Learning & Teaching Strategies: 1. To nurture students' learning initiative, structured learning activities including pre-lesson study, data collection and analysis and e-learning activities are conducted. 2. To enrich students' learning experiences and empower them to be life-wide learners, diverse learning activities are provided.
Development of Major Renewed Emphases of the Primary Education Curriculum: We aim at fulfilling the aims of curriculum, school based needs and students' learning needs, so we further enhance the following areas: 1. STEAM Education 2. Value Education 3. Learning Across Curriculum 4. Life-wide Learning
Development of Generic Skills: 1. To empower students' capacity on biliteracy and trilingualism. 2. To enable students to master generic skills, inquiry skills, independent and proactive learning ability and attitude.
Cultivation of Proper Values, Attitudes and Behaviours: To cultivate students' positive value and thinking through school-based student guidance programme.
Student Support
Whole School Approach to Catering for Learner Diversity: Accommodations on learning, remedial teaching, workshop on adaptation to social community, school-based educational psychology service, school-based speech therapy service, Individual Education Plan (IEP), support for transition from Kindergarten to Primary and Primary to Secondary.
Whole School Approach to Integrated Education: 1. Adopting the Whole School Approach to cater for student diversity. 2. Student Support Team (Principal, vice principal, SENCO, Curriculum development leaders, Discipline Mistress, school social workers). 3. Using Learning Support Grant and School-based Speech Therapy Service related resources. 4. Specific measures in supporting students with SEN.
Education Support for Non-Chinese Speaking (NCS) Students: Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; and organising activities to create an inclusive learning environment in the school.
Curriculum Tailoring and Adaptation: Curriculum Tailoring, Support Measure for Academically Gifted / Under-privileged Students.
Home-School Co-operation and School Ethos
Home-School Co-operation: Organize PTA activities, talks and seminars for parents; cultivate a harmonious home school relationship; enhance the sense of belonging of parents and students to the school.
School Ethos: Caring culture, pair reading, reading mum and dad, small teacher programme etc. Assist students solve problems and create a caring campus culture.
Future Development
School Development Plan: 1. To boost students' generic skills through multiple learning experience. 2. To cultivate positive values by fostering values education for whole-person development.
Teacher Professional Training & Development: 1. Teacher development days. 2. Teacher professional training programmes and activities. 3. On-site Professional support services by EDB or other educational institutes. 4. Outside school courses, workshops and seminars.
Others
1. Set up Scholarship to encourage students with good performance. 2. Sister School Scheme. 3. First Place-76th Hong Kong Schools Speech Festival P5-6 Chinese Choral Speaking (Yuen Long District). 4. HKSSF NT Region Inter-Primary Schools Competitions - Champion in Shot Put (Girls A Grade)



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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Wong Yuk Chee	Ms. Chung Kwan Ling	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					45%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Methodist Church, Hong Kong	Follow God's path, love thyself and others. Dedicate with passion, inspire potential	1999	Chinese (incl.: Putonghua) and English	School Bus	About 5835 Sq. M
Through-train Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
Tin Shui Wai Methodist College					
			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	\$450 (Air-conditioning fee not subsidized by the government and non-standard items)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	Tin's Wonderland, Bus by the Garden, Hydroponic Garden, Rooftop Terrace, Basketball Court, Sustainable Energy Rooftop etc.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Mini Hall, Library, Art Gallery, Multi-purpose Room, STEAM Lab, Visual Art Room, Music Room, Counseling Room, Speech Therapy Room, Boardgame Wonderland, Science and Technology Innovation Centre, Tin's Lab, Flight Simulator Classroom, PTA 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			56	Total number of teachers in the school		72
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%	37%	64%	40%	14%	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	We believe all students have their own talents and potential. They can all shine when chances are given. Different kinds of supports are provided to cater individual learning needs. And with the benefits of small class teaching, students are encouraged to actively participate in learning activities. Their learning outcomes are shown in different ways to cultivate the sense of achievement.						
Remarks	1. Cooperative learning 2. Small class teaching mode 3. Thriving language-learning atmosphere 4. Cross-curriculum activities with experiential learning approach 5. Enhancement programme for bright students 6. Remedial classes after school						

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)		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	Various kinds of assessments such as module assessments, booth games and projects are used as formative assessments. No exams are held during the first term in P1. Comments and suggestions are given in the academic reports of lower forms instead of grades in order to give a more precise picture of students' performance. Students' work is collected to show their learning progress as well.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	P.1 - P.3 average placement; P.4 - P.6 ability grouping (Chi. Eng. Maths).						

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	2:45 PM	12:35 PM - 1:35 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Our school promotes a healthy lifestyle through balanced diet and regular exercise. We have an "Active Zone" for students to do exercises during recess. We also participate in Education Bureau sports programmes, offering diversified activities to help students achieve 60 minutes of daily moderate-to-vigorous exercise for their well-being.		Various kinds of multi-intelligence lessons and extra-curricular activities are provided at school in order to develop students' potential. (e.g. Sports, Arts, Music, Drama, Science & Technology, Social Service, English Fun Club, etc. The 3-tier model of gifted education is applied to provide structural trainings. 6 NETs also provide interests and elite classes to motivate and enhance students' English learning.		

Life-wide Learning

We emphasize experiential learning, with cross-disciplinary curriculum activities designed for each form to allow students to apply their knowledge in real-world contexts. Each form also has specialized courses, which integrate STEAM and service-learning, life education, and creative programs. Additionally, we arrange overseas exchange programs for all upper primary students to foster independence, resilience, and global awareness, enabling them to connect with pen pals from around the world.

School Mission

Developing holistic education through the spirit of God; Nurturing fruitful life by preaching the gospel.

School Characteristics

School Management

School Management Organisation:

The administrative structure is formed according to the school-based educational aims and development for school management. A self-evaluation culture is cultivated and data of questionnaires are used for enhancing learning and teaching.

Incorporated Management Committee / School Management Committee / Management Committee:

The Board of Directors is formed by the representatives of teachers, parents and the appointed members of the Church.

School Green Policy:

We promote environmental protection by implementing air-conditioning usage guidelines and appointing "Resource Ambassadors" to manage classroom resources. It also actively cultivates students' habits of reducing waste and maintaining regular recycling practices. We actively foster students' connection with nature through grade-level field studies, cultivating their awareness of environmental conservation.

School's Major Concerns:

- 1. Promoting values education to cultivate students' virtues (empathy, responsibility and diligence)
- 2. Strengthening self-learning habits to enhance students' learning capacity (motivation, capability and perseverance)

Learning and Teaching Plan

Learning & Teaching Strategies:

Emphasizing Language Proficiency

The school prioritizes students' language development. Reading-based learning is essential for both Chinese and English learning. This approach enables students to acquire reading strategies and linguistic knowledge through engaging texts.

Immersive Language Contexts

Chinese is taught in Mandarin to strengthen oral proficiency. Six full-time native English teachers establish an interactive and engaging English learning atmosphere and environment.

Focus on Thinking skills

Thinking tools are integrated into Mathematics and Humanities subjects to develop higher-order cognitive skills.

Innovative Science Curriculum

As a pioneer in STEM education, the school has designed a dedicated Science program to nurture students' curiosity and scientific inquiry skills.

Blended Learning Model

Our blended learning model combines e-learning preparation, collaborative classwork, and structured assignments, supported by unit-based formative assessments for progress tracking.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Our school has carefully designed a daily schedule that maximizes student development. In the morning, students focus on core academic subjects, with special emphasis on building three key learning competencies: motivation (fostering a genuine love for learning), capability (developing essential academic skills), and perseverance (cultivating resilience to overcome challenges). This academic time timetable enables students to focus on building a strong foundation in key subject areas.

The afternoon is dedicated to our unique specialized curriculum that develops all-rounded, future-ready individuals. Our afternoon program includes reading classes that build crucial information literacy skills for the digital age; life education courses about important values and national identity; creative programs that nurture multiple intelligences and diverse talents, and thematic learning projects specifically designed to develop essential 21st century skills.

Development of Generic Skills:

Design a framework of performance indicators for each cross-curricular theme in order to develop students' nine generic skills systematically. In lower grades, the focus is developing their collaboration skills, creativity, self-management skills and communication skills. For higher grades, the emphasis is on developing their numeracy skills, problem-solving skills, and study skills. Through different learning tasks, students have chance to apply these generic skills. A reflection session is included to allow stakeholders to appreciate and evaluate students' performance.

Cultivation of Proper Values, Attitudes and Behaviours:

We aim at advocating positive psychology in education to help students develop their virtues and personal strengths. We are also devoted to parent education for improving parent-child relationships in order to help students establish good behaviours.

Student Support

Whole School Approach to Catering for Learner Diversity:

Small class teaching method is adopted and different supportive services are provided for SEN and gifted students

Whole School Approach to Integrated Education:

Whole school approach is adopted. Student Support Team (teachers, school social workers and School-based Speech Therapist) uses the 3-Tier Intervention Support Model to cater students' learning diversity.

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 our school uses Putonghua to teach Chinese in all classes / groups at all levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc..

Curriculum Tailoring and Adaptation:

Students' special needs are assessed by P.1 screening project and case referral. Learning adjustments are made based on the advice given by the social workers and educational psychologist. We work with our through-train college to provide training for talented students, like setting up 'Talent Pool'.

Home-School Co-operation and School Ethos

Home-School Co-operation:

We believe that parents are our educational partners. We emphasize home-school cooperation because parents are also the rich resources of the school.

School Ethos:

We attach great importance to the development of morality, intelligence, physique, community, inner beauty and spirit. We also emphasize the cultivation of students' Christian values, all-round interdisciplinary learning and the concept of 'one art for life'.

Future Development

School Development Plan:

- 1. Cultivating student's positive values and nurturing students' personal growth with the spirit of God.
- 2. Flourishing the language-learning environment and atmosphere in order to foster students' language skills.
- 3. Connecting our curriculum with the community and daily life experiences in order to develop their empathy. Students learn different skills by doing hands on tasks.
- 4. Extending learning time and deepening self-learning to enhance students' learning capacity.
- 5. Polishing cross-subjects curriculums to enhance value education and STREAM education.
- 6. Enhancing learning and teaching proficiency and effectiveness through teachers' professional development.
- 7. Providing various extra-curricular activities.
- 8. Upgrading facilities to serve students' learning needs.

Teacher Professional Training & Development:

Teachers focus greatly on students' learning. A wide variety of teaching and learning strategies are adopted in order to facilitate students' learning capacity.

Others

Students have got opportunities to develop their potential and talents.

We have been awarded 'Chief Executive's Award for Teaching Excellence' for six successive years. Some of our teachers are awarded 'Excellent Teachers'. We are also awarded as a 'Caring School' in the area of caring the students with special needs.



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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Ng Jonathan Yee	Mr. Lo Chun Ho	Established	Aided Whole Day	Co-ed	Not Applicable
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					93%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Tung Wah Group of Hospitals	Diligence, Frugality, Loyalty and Faithfulness	1999	Chinese	Nanny van	About 7000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
			Yes		Yes
4Rs Mental Health Charter	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	4	1	1	Environmental Power Generation Pavilion, Art Gallery, Reading Express, Literature Gallery, Herbal Garden, Little Farm, LTH Sweet Garden and Bunny Home
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
General Studies Room, Student Activity Centre, Music Room, Arts Room, STEAM Room, Remedial Teaching Room, Chin. Eng. Maths Rooms, Distance Learning Centre, Maker Space, Cool Think @ J C Studio and Dream Works.				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			29	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
100%	100%	24%	75%	6%	13%	81%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	2	2	2	2	3	3	14
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	2	2	2	2	2	3	13
Mode of teaching at different levels	Implementing Small Class Teaching in P.1 to P.6.							
Remarks	Whole School Approach is introduced to cater for students' diverse learning needs and support students' learning and personal development.							

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							No
Diversified Assessment for Learning	We conduct formative assessments and summative assessments. Teachers, parents, students and peers are involved in the on-going assessments. Some special modes are exemplified, such as uploading their works on our school website, creative ways of reporting learning experience by service learning, project learning, group discussion as well as presentations.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	Students are streamed according to academic attainment to narrow differences in student abilities, so that effective learning can take place through proper support. All classes are mixed with students of different abilities.						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	7	55 mins	8:15 AM	3:30 PM	12:40 PM - 1:40 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Eat Smart School Accreditation Scheme: EatSmart School		We have Reading Schemes for the whole school, Liberal Studies Lessons, STEAM, Future Leaders, Multiple Intelligence Classes, Effective Class Management, National flag-raising ceremony and Weekly Assembly.		

Life-wide Learning

We implement the policy of "Fun with Sports and Arts Activities for all" through multifarious extracurricular activities. For instance, English Drama, Taekwondo, Fencing, Oriental Dance, Violin, Cello, Percussion, Table Tennis, Basketball, Arsenal Football, Volleyball, Golf, Skateboarding, Swimming, Cub Scout, CYC, Native English Teachers' Activity Classes, Mathematics Olympiad Class, Martial Arts, String Quartet, Gifted Leaders Training, Junior Broadcasters and Little Angels of Life etc.

School Mission

We are committed to provide a holistic education for children and adolescents in Hong Kong, creating an excellent learning environment that allows individuals to realize their potential and become knowledgeable, skilled, independent thinkers who are willing to take responsibility and care about social issues, thus becoming good citizens.

School Characteristics

School Management
School Management Organisation: Our school is under the supervision of TWGHs (Tung Wah Group of Hospitals). There are different administrative boards to oversee the school in areas of Teaching & Learning, Administration and Pastoral Care.
Incorporated Management Committee / School Management Committee / Management Committee: The IMC has been set up since 2006.
School Green Policy: "Green Ambassadors" are formed to promote a green and healthy environment. Our students can make a difference by joining school-based regular uniform and paper recycling activities. A large number of plants are planted on campus to optimize the environment. Install solar panels that use sunlight as a source of energy to generate direct current electricity. Our students join different activities to enhance their environmental awareness and knowledge to tackle environmental problems. It is our goal to help students transform these special activities into daily habits to help our Earth.
School's Major Concerns: 1. Further promote self-directed learning, cultivate students' good learning habits and strategies, and enhance the effectiveness of teaching and learning. 2. Develop values education, promote a positive school culture, and establish students' active and positive values.
Learning and Teaching Plan
Learning & Teaching Strategies: 1. Focus on biliteracy and trilingualism, promote interdisciplinary reading through themes, and cultivate students' positive values through picture book reading and experience activities. 2. Cultivate and develop students' different potentials through various co-curricular activities; organize top-notch and subject counselling classes to cater for students' learning diversity. 3. Conduct inquiry activities through Mathematics, General Studies and information technology classes, incorporating elements of technology and science to develop students' ability to integrate and apply knowledge and skills, promoting holistic development.
Development of Major Renewed Emphases of the Primary Education Curriculum: According to the curriculum structure and in line with the school situation, school mission, and the growth needs of students at different stages, plan values education, life education, national and national security education, penetrate and penetrate into different curriculum contents and all-round learning activities inside and outside the classroom, so as to cultivate positive values, attitudes and behaviours of students to achieve whole-person development.
Development of Generic Skills: Generic skills have been incorporated in the curriculum and practised in classes as well as daily activities.
Cultivation of Proper Values, Attitudes and Behaviours: 1. Through diversified appreciation activities and point reward programs, create a positive campus atmosphere and well-being life. 2. Through positive education programmes, cultivate students' correct values and attitudes and develop character strengths. 3. Develop students' character and personality strengths through growth and preventive student groups, positive parent groups and lectures, promote emotional health, improve parents' positive parenting skills, and assist students in their whole-person growth.
Student Support
Whole School Approach to Catering for Learner Diversity: Adaptation in curriculum can cater for students' learning differences. Different teaching pedagogy and multi-sensory activities are introduced to suit various learning needs. Opportunities for students with different talents are provided. There are the English Ambassador Scheme conducted by NET, various international examinations and other public competitions for the more able students to participate. Whole School Approach is introduced for students with learning difficulties.
Whole School Approach to Integrated Education: 1. School-based Speech Therapist and School-based Educational Psychologist regularly visit schools to provide early identification, test evaluation, counselling services, teachers, parent training and support. 2. According to students' different special educational needs, the school provides various types of counselling classes, homework adjustments, assessment adjustments and Individual Education Plans. 3. The school organizes social skills training groups and peer counselling activities such as, Story Pioneers, Project on 'Whole School Approach to Providing Tiered Support for Students with Autism Spectrum Disorder', Big Hands Holding Little Hands activities, and the Dynamic Growth Path group.
Education Support for Non-Chinese Speaking (NCS) Students: Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; 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. There are no exams for P.1; students' learning performance is assessed through ongoing assessment. 2. Students from P.1 to P.3 participate in the Primary Literacy PLPRW programme for English. 3. English classes for P.1 to P.3 are taught by one local teacher and one NET teacher together. 4. Mathematics is taught using the MATH model, which includes: enhancing learning motivation, integrating real-life contexts, promoting higher-order thinking, and hands-on mathematics activities to improve students' learning effectiveness.
Home-School Co-operation and School Ethos
Home-School Co-operation: Promote active participation of parents in Home-school collaboration through IMC, PTA and Parent Leaders' Course.
School Ethos: 1. Encourage GREEN living, let students experience the process of environmental protection and planting, understand nature, and learn to respect life, cherish, be grateful and work hard. Through different interdisciplinary green activities, service-learning and planting are combined, and the planting harvest is shared with people in the district. Help students become responsible global citizens, discover and develop personal potential, and develop communication, cooperation and problem-solving skills. 2. The curriculum is planned with the principle of "Learn, Live, Teach, and Incorporate", so that students can master positive thinking through positive education courses and experiential activities. Infuse positive education elements into weekly and morning meetings, class management and diverse activities; let students know and practice their personal "character strengths" and positive education concepts, and promote positive personal development to meet challenges and move towards a well-being life.
Future Development
School Development Plan: 1. Further promote self-directed learning, cultivate students' good learning habits and strategies, and enhance the effectiveness of teaching and learning. 2. Develop values education, promote a positive school culture, and establish students' active and positive values.
Teacher Professional Training & Development: To promote the professional growth of teachers and enhance their professional status, the school arranges year-round teacher training based on the three core elements, including professional competencies; professional values and conduct; and aspiration for self-advancement through self-reflection such as Tung Wah Joint School Teacher Development Day, school-based teacher workshops, workshops of various subject groups, teaching exchange lectures, class observation and sharing, etc., help teachers to reflect and make progress to achieve self-improvement.
Others
Tung Wah Group of Hospitals provide all-round scholarships for students within the academic standing, arts and sports fields. Also, our school has established the Cav Gr Cr, Leo Tung-hai LEE, GBS JP Scholarship to award students with outstanding achievement in language proficiency, sports, aesthetic expressions, performance arts and community services. The school also arranges various outbound exchange activities and encourages students to participate in different international subject assessments to broaden their horizons and challenge themselves.



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TWGHs Yiu Dak Chi Memorial Primary School (Yuen Long)

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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Ng Jonathan Yee	Mr. Law Chi Man	Established	Aided Whole Day	Co-ed	Not Applicable
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					-
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 Trustworthiness" as the guiding principle in the moral development of students.	1992	Chinese	Nanny van	About 5000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
-			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$20	\$300	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	The school has a farmland for students to try organic planting. The Positive Paradise on the covered playground for students' activities.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Inno Space, Immersive Classroom, Creative Centre, Board Game Room, School Campus TV, Student's Activity Room, Library, Music Room, Art room, Conference Room, Archive Room, English Room, Positive Paradise.				Ramp, Accessible lift and Accessible toilet.

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

Number of teaching posts in the approved establishment			33	Total number of teachers in the school		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
90%	75%	25%	36%	15%	25%	60%

Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year				No. of classes	1	2	3	2	4	4	16
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	1	1	2	3	2	4	13
Mode of teaching at different levels		Our school implements small class teaching. From Primary 2, one of the classes will use English as the medium of instruction (except Chinese Language and Putonghua). Putonghua is used to teach Chinese Language in one of P.5 to P.6 classes. Native-speaking English Teachers (NETs) are employed in our school to enhance students' English learning.									
Remarks		For music lessons, Primary 1 and Primary 2 pupils have one lesson per week for percussion. The lessons are co-teach by subject teachers and professional instructors.									

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	To promote pupils' reading strategies through learning in language subject. We have formative assessments in Chinese, English, Mathematics and General studies throughout the year. We designed project learning and STEAM curriculum in different levels. News reports, extensive reading,				
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 are English Immersion classes in one of P.2 classes (except Chinese Language and Putonghua). The medium of instruction is mainly in English.				

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	30 mins	8:05 AM	3:15 PM	12:55 PM - 1:55 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	We join "Active Students, Active People" MVPA60 Award Scheme. We have carried out a variety of health-promoting initiatives. We also join "Chest Straighten Up School Campaign" which promotes the importance of retaining the health of vertebral and the spinal care.		We have morning assembly and Moral Education to foster Personal Growth of pupils. We design "Class Meeting" in order to promote Positive Education. We organize diversified activities for students especially the musical instruments classes.		

Life-wide Learning

Wind Band, Percussion Band, Flag-raising Team, STEM Course, Drone, Football Team, Cricket Team, Rugby Team, Taekwondo, Martial art class, Cantonese Opera class, Lion Dance, English Drama, YLE Cambridge English class, Public Speaking class, School Choir, Cub Scout, Brownies, Chinese Dance, Street Dance, Swimming, Drawing class for Kids and Board Games.

School Mission

Our mission is to provide comprehensive and multifarious services to children and young people to enable them to exert their full potentialities and, eventually, to serve the community. We are committed to achieving an all-round development in our young generation through the provision of a congenial learning environment, and nurturing them to become good citizens. We firmly believe in the school motto: "Diligence, Frugality, Loyalty and Faithfulness" as the guiding principle in the moral and intellectual development of our children and young people.

School Characteristics

School Management

School Management Organisation:
There are different admin boards such as School Development Team, Curriculum Development Team, Academic Affairs, Discipline and Student Support Team, IT Support Team, Positive Education Team, Students Activity and Students' Affairs Team to oversee the school in Teaching & Learning, Administration and Pastoral Care.

Incorporated Management Committee / School Management Committee / Management Committee:
The IMC was founded in 2006. Council members include representatives of school sponsoring bodies, principals, teachers, parents and independents. The IMC Incorporated Management facilitates the promotion of sustainable development of the school and to enhance the transparency and accountability of school management.

School Green Policy:
Promote environmental awareness on campus, participate in relevant activities and beautify the campus environment.

School's Major Concerns:
1. Inspire students' learning motivation, cater for students' diversity, guide students to become enthusiastic learners.
2. Unleash students' potential, create spaces for students to showcase their talents.
3. Focus on values education, sustain a positive campus culture, cultivate students' patriotism and correct values.

Learning and Teaching Plan

Learning & Teaching Strategies:
1. Use of "e-learning", BYOD and multiple teaching strategies to accommodate individual students with learning differences.
2. "BBL" as a teaching strategy enhances classroom interaction and is student-centered.
3. Develop cross-curricular reading, improve students' reading interest and higher-order thinking ability, and promote self-directed learning.
4. Adopt a whole-school participation model, develop and optimize school-based curriculum in different learning areas and increase the experience of learning in English.
5. One of the P.2 classes is used English as the medium instruction.
6. Continue to develop "interactive e-classrooms", combining the advantages of electronic interactive touch screens, e-learning platforms and tablet to enrich the knowledge explored by students.
7. School-based courses to promote STEAM education which cultivate students' creativity, collaboration and problem-solving skills.

Development of Major Renewed Emphases of the Primary Education Curriculum:
The learning projects focus on the integration of different subjects which enhance the life-wide learning experiences and promoting whole-person development; better catering for learner diversity. To strengthen the cross-curricular learning and reading across the curriculum for developing lifelong learning capabilities.

Development of Generic Skills:
Implement the "Life-wide learning activities" which arouse students' learning motivation and enhance their generic skills. Organize study tours, use mobile learning devices to cooperate with wireless networks to conduct thematic learning.

Cultivation of Proper Values, Attitudes and Behaviours:
Developed a positive environment to promote students to establish positive interpersonal relationships with the Moral Education lessons. Enhance the positive and caring culture in the campus through appreciation and acceptance of themselves and others.

Student Support

Whole School Approach to Catering for Learner Diversity:
1. Nominate students to attend "Web-based Learning Courses for Gifted/More Able Students".
2. Implement the "after-school tutoring programme" to enhance the learning of students.
3. Implement "Enhanced School-based Speech Therapy Service" and "School-based Educational Psychology Service", with speech therapists and educational psychologists on campus to offer support and therapy for students with speech disorders and learning difficulties.

Whole School Approach to Integrated Education:
Creates an inclusive and caring learning environment to cater for the needs of all students. The Student Support Team arranges curriculum accommodation, collaborative lesson planning for students in need. Implement and evaluate IEPs for students with special educational needs. Utilizing screening tools for early identification of students with learning or adaptation difficulties and support needs, arranging teaching adaptation and assessment accommodation, and promoting diversified teaching approaches.

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. Providing Chinese and English translation devices such as electronic reading pens for NCS students to encourage they use of Chinese. NCS students are exempt from Chinese subject exams, replacing tests with progressive assessment to make teaching and evaluation aligned with needs.

Curriculum Tailoring and Adaptation:
Put afford to the adaptation of P.1 students and there are different activities provided for them, such as Bridging Course, 'Big Brother & Big Sister' programme to adapt to new learning environment and enjoy their school lives. In accordance with the curriculum, all levels keep on reforming the learning objectives and to design school-based curriculum for lower levels primary students. Our school also designed "Self-directed Learning Booklet" with the use of Electronic Reading Pen for P.1 to P.3 students to help bridging between kindergarten and primary. We developed school-based "Phonetic course" for Primary 1 students, so that they can master the reading skills and enhance the learning of second language.

Home-School Co-operation and School Ethos

Home-School Co-operation:
Our school has established the PTA to strengthen connection and relationship with parents. We organize "Super PaMa" to provide diversified learning programmes to strengthen parent education. To help children adapt to the new environment and learning mode. Parents are advised to find out children's feelings and learning needs and provide them with encouragement and support. In addition, our school participates in the "School-based After School Care Service Scheme (Expanded Programme)," focusing on supporting underprivileged families. The school provides a venue for primary school students in need to stay after school, receiving care and learning support in a safe and familiar environment, allowing parents to choose to work and improve their livelihoods.

School Ethos:
Promote Positive Education which encourages delivering positivity at school. We organize Moral Education, morning meeting, and school-based counseling activities, so as to create a positive school culture. We encourage students to face difficulties with a positive attitude. Implementation of "Classroom Charter" which help students follow classroom routines. We launched "Dual class teachers" in order to reinforce students' care. Parents' workshops or seminars which focus the development and needs of their children.

Future Development

School Development Plan:
1. Continuously optimize teaching strategies and make use of project learning to enhance students' ability of the self-directed learning.
2. Enrich the English learning environment and variety of activities to enhance the learning of English.
3. Strengthen the development of e-learning platform and encourage the use of tablet (BYOD) to motivate students' learning attitude, the willingness to explore and the independent study of scientific inquiry.
4. Invite City University of Hong Kong Positive Education Laboratory to provide teacher training in order to develop school based curriculum. It aims to help the development of students' positive emotion and facilitate students to encounter their stress and challenges.
5. The implementation of Board Game activities in subjects to enrich students' generic ability.

Teacher Professional Training & Development:
1. Encourage teachers to participate in school-based and EDB workshops in different subjects.
2. Provide teacher training and workshops to reinforce teachers' confidence of launching positive education activities at school.
3. Introduce the support of universities and professional teams to strengthen teachers' skills in designing school-based curriculum.

Others

The school provides students with different learning experiences. Our school hosts the STEM English study tour in London.



School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
M.H. Leung Siu Tong	Ms. To Kwan Kuen Daisy	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
Xianggang Putonghua Yanxishe Ltd.	Please refer to the Chinese version.	2001	Chinese (incl.: Putonghua) and English	School Bus; Nanny van	About 6185 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		Advanced School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$20	General expenses \$450	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	Basketball Courts, Eco-pond, Butterfly Paradise, Eco-study Resources Centre, Play Room, Art Corridor, Reading Corner, etc.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
English Room, Music Room, Art Room, Student Activity Centre, Creativity and Science Park, Dream Chasers, Dreamland, General Studies Room, Historical Gallery, Chinese Culture Room and Social Worker's Office.				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			51	Total number of teachers in the school		59
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%	41%	6%	11%	83%

Class Structure

				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year				No. of classes	3	4	5	5	5	27
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	3	3	4	5	5	25
Mode of teaching at different levels		The mediums of instruction are Putonghua and English. Activity approach, small class teaching and electronic learning are adopted for teaching and learning.								
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	1. With module assessment, formative and summative assessment. 2. No formative and summative assessment in the first term for P.1 pupils. 3. Performance Assessment Reports are made to assess pupils' knowledge, skills and attitudes in STEM lessons.						
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.4 - P.6 pupils are divided into different classes based on their learning 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	8:20 AM	3:45 PM	12:35 PM - 1:35 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and dine out.	To improve students' health as well as to enhance the educational outcomes, we organise annual sports day, Joyful Fruit Month, morning run, morning exercises (including stretching up exercises and aerobics) and eye massage. We have also set up lunch recess activity zone and AI sports system so that students can do different kinds of sports there.		1. To cultivate a good reading habit, we have reading lessons. 2. Class teachers or subject teachers provide homework help to students during homework lessons. 3. We arrange various activities, workshops, visits or talks in the experiential learning classes to enrich students' diverse learning experiences.		

Life-wide Learning

Multiple Intelligences Programme is held weekly. A wide range of activity choices are provided for students to select. Experiential learning lessons are organized so that students are encouraged to experience their learning through hands-on experiences and reflection. Besides, some activities are held either after school or on Saturdays, including Cambridge Young Learners English courses, RoboMaster courses, VEX robotics courses, different kinds of musical instruments (Western and Chinese) classes, different kinds of sports training programmes, rope skipping team and Chinese dance classes.

School Mission

To develop a new generation contributing to the sustainable growth and development of China and the world.
To develop creative life-long learners with a holistic curriculum.

School Characteristics

School Management

School Management Organisation:

Our Incorporated Management Committee (IMC) plans and manages financial and human resources available to the school. They ensure that the mission of the school is carried out and there is self-improvement.

Incorporated Management Committee / School Management Committee / Management Committee:

IMC was established on 12th August, 2005.

School Green Policy:

1. Integrate the Green Policy into all subjects. 2. Form an Environmental Ambassadors Team. 3. Set up Eco-School.

School's Major Concerns:

1. Continuously optimize teaching and learning strategies, cultivate students' ability for independent learning, and enhance learning effectiveness.
2. Promote positive education, cultivate students' positive values and co-create a positive campus.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Implement small class teaching, e-Learning and adopt the 'biliterate and trilingual' language policy.
2. Implement Native-speaking English Teacher (NET) Scheme at all levels, introduce phonics, Primary Literacy Programme - Reading (KS1), Keys 2 Literacy Development and Language Across Curriculum (LaC) programme in the English curriculum.
3. Implement school-based STEAM modules teaching, school-based Arts education and Service-Learning Programme.
4. Implement school-based Arts education (Parsons Music Education Platform, School-based Arts Programme and Arts Award Scheme).
5. Introduce rugby in the PE curriculum and participate in EACT Jockey Club Active School Programme.
6. Introduce environmental education.
7. Organise Chinese Culture Day, Integrated Curriculum Learning Day and Overseas Learning Programmes regularly.

Development of Major Renewed Emphases of the Primary Education Curriculum:

We have STEM lessons to develop students' generic skills and inquiry thinking holistically, and learn independently and actively. Apart from library classes, we have reading classes to cultivate students an interest in extensive reading and develop an active reading habit. Experimental learning classes are held to enrich students' learning experiences through games, outings and service learning. Multiple Intelligences Programme is set up to provide students with diversified learning opportunities, develop their potential, help them build self-confidence, foster mutual care and support and help them make better use of their time after school. We also cultivate among students a sense of belonging towards the country, a sense of national identity and positive values and attitudes through different subject teaching. Besides, our school-based moral education curriculum strengthens students' understanding of the importance of safeguarding national security and the Chinese culture.

Development of Generic Skills:

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:

We promote positive values (centered on 6 virtues and 24 character strengths) and attitudes through the school-based counseling activities that integrate with the various subjects in the curriculum.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. Heterogeneous Grouping.
2. Multisensory teaching strategies.
3. Several in-school social workers provide counselling services for students in need.
4. Chinese, English and Mathematics Remedial Classes to help less able students.
5. Enhancement Programmes for more capable students to pursue excellence.

Whole School Approach to Integrated Education:

1. Provide Enhanced School-based Speech Therapy Service.
2. Utilize Learning Support Grant to hire professional services and employ teaching assistants for supporting SEN programmes.
3. Provide School-based Educational Psychology Service.
4. Provide training programmes for 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; 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. Our school provides after-school Chinese language learning support classes to help NCS students nurture their interest in learning Chinese and build up their self-confidence.

Curriculum Tailoring and Adaptation:

1. Tailor and adapt the curriculum, assessments and homework.
2. Utilise co-teaching.
3. Utilise individualised educational plans.

Home-School Co-operation and School Ethos

Home-School Co-operation:

1. Organise a variety of activities every year.
2. Organise a Parent-child Studying Scheme.
3. Organise regular Parents' Days and seminars.
4. Publish the Parents Newsletter regularly.
5. Organise Parent-volunteer team.

School Ethos:

1. Build a caring and loving school culture.
2. Build a healthy and energetic school culture.
3. Promote Environmental Protection Programme.
4. Promote One Life, One Service Programme and Service-Learning Programme.
5. Organize Induction Programme for Primary 1 and programmes for Primary 6 regarding secondary school admission.

Future Development

School Development Plan:

1. Actively promote moral education. 2. Promote Putonghua and English as major mediums of instruction. 3. Encourage the use of I.T. in daily life.
4. Develop students' creative thinking. 5. Establish "One Sport One Art". 6. Promote Environmental Protection Programme.
7. Hold experiential learning activities regularly to raise students' motivation and interest in learning.

Teacher Professional Training & Development:

Devoted to assisting teachers in selecting suitable domains, including Teaching and Learning, Student Development, School Development and Professional Relationships and Services.

Others

1. Our students were selected to represent Hong Kong to join the VEX Robotics Competition-Singapore Cup (2024-25) and got the Teamwork Champion Award.
2. Several teachers awarded 'Outstanding Teacher Award' in the 19th Outstanding Teacher Election 2024 and awarded 'Excellence Award' in HK Outstanding Teacher Ethics and Style Selection.
3. Launch after school care programme, such as School-based After School Care Service Scheme (Expanded Programme), 333 Learning Companion Leadership Program and Hands Together Project.
4. Approximately 20 scholarships are awarded to students with outstanding performance in academic, sports, arts and voluntary service.



元朗公立中學校友會鄧英業小學
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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Hau Yiu Chung, William	Ms. Sin Yuen Nga	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					47%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Yuen Long Public Middle School Alumni Association	Tang Ying Yip Primary School's guiding principles value diligence, filial piety, kindness and honesty.	1989	Chinese	School Bus; Nanny van	About 6200 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
YLPMSAA Tang Siu Tong Secondary School			Yes		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
-	-	\$30	\$420	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	4	1	1	Air-conditioning, smart blackboard and visualizers available in all classrooms. An ornamental edible garden, a pottery studio and a piano studio.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Including a STEAM room(IN HUB), Campus TV, small group teaching rooms, computer rooms, "Wetland Zone", "Chinese Culture Corner", an English learning centre, a PTA resources centre and an alumni room.				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			53	Total number of teachers in the school		62
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
84%	98%	34%	40%	39%	19%	42%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year		No. of classes	4	4	5	5	5	28
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)		No. of classes	3	4	4	5	5	26
Mode of teaching at different levels	Small Class Teaching method has been implemented aiming at catering for individual differences. Dual-teacher system in major subjects is adopted for particular classes in P.3 and P.4.							
Remarks	Resources are flexibly deployed to facilitate Small Class Teaching methods. Students with lower achievements in Chi lang, Eng lang and Math are provided with make-up classes. Ancillary measures are taken to assist NCS students in learning Chinese.							

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	Diverse assessment methods have been adopted to enhance teaching and learning efficiency. Progressive assessments with specific marking scheme are set for each subject to comprehensively assess students' performance. Self-assessment and peer-assessment are also in place as learning tools. Speaking Assessment Day is implemented as we value students' development of communication 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	"By class" arrangement is adopted from P.3 where allocation of students are made based on their capabilities.						

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	3:25 PM	1:00 PM - 1:50 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Our school has won the Gold Medal of the Hong Kong Healthy School Award Scheme. Now being one of the Advanced Schools of the Whole School Health Programme launched by the Department of Health, we organise a wide range of whole-school activities in order to arouse students' sense of healthy life-style. We also hold parent seminars regularly for family education		Everyday timetable is divided into morning session of regular curriculum and afternoon session of school-based programme, the latter covers new school-based STEAM curriculum, multi-intelligence session, extra-curricular activities, study enhancement groups, and other programmes concerning physical and spiritual cultivation, etc. In addition, tutorial session is set on a daily basis to provide homework instructions.		

Life-wide Learning

Activities include a variety of ball games, swimming team, rope skipping, dance class, shuttlecock team, dragon dance team, choir, drum team, handbell team, musical instrument training, paper mache class, traditional Chinese painting class, ceramics class, Math club, scientific exploration, English exchange programme, General Studies club, drama club, emcee junior training, coding class, mBot club, Greenmech team, digital media club, gardening class, Chinese chess club, Wetland Park tour guide training, and several service groups.

School Mission

We are committed to create an environment that allows every student to attain all-round development in the domains of ethics, intellect, physique, social skills and aesthetics according to his/her own attributes. We educate students the virtue of diligence, filial piety, goodwill and integrity to ultimately achieve the spirit of service.

School Characteristics

School Management

School Management Organisation:

The Incorporated Management Committee, being the policy-making and consultation body, is accountable directly to Yuen Long Public Middle School Alumni Association and the Education Bureau. Parent-Teacher Association and Old Students' Association are established to convey opinions from different stakeholders to school.

Incorporated Management Committee / School Management Committee / Management Committee:

Members of the IMC include Sponsoring Body Managers, the Supervisor, the Principal, Teacher Manager, Parent Manager, Alumni Manager, and Independent Manager. Sponsoring Body Managers are elected by the sponsoring body, where Teacher Manager, Parent Manager and Alumni Manager are elected through voting election.

School Green Policy:

Promote school-based curriculum of "Dr. Wetland Junior", "Little P. Farmer" and Aquaponics course. Install solar panels and energy consumption panels, and promote paper, plastic and food waste recycle to encourage practice of sustainable lifestyle. Encourage the use of reusable energy for school greening to arouse environmental protection awareness.

School's Major Concerns:

Help students to develop self-directed learning habit and inquisitiveness aided with e-learning and learning strategies and by introduction of intensive participation and presentation pattern. Optimise life education curriculum and promote Chinese Culture. Create loving environment by constructing classroom culture. Inspire students' multi-talents by investments in sports, arts, scientific experiment and dramas development to create vibrant learning atmosphere.

Learning and Teaching Plan

Learning & Teaching Strategies:

To foster students' interest in learning and enhance their self-directed learning abilities, we design our curriculum with a student-centered approach and employ diverse teaching strategies. Through inquiry-based learning activities, e-learning platforms, enhanced classroom interaction and tailored learning materials, we cater to the diverse needs of our students. Furthermore, we implement thematic education, integrating various learning elements to cultivate students' generic skills and positive values. During the afternoon's multi-intelligence sessions, we organize activities based on six major themes, conducted in small groups with diverse and interactive approaches, aiming at enriching students' learning experiences, broadening their horizons, and developing their multiple intelligence.

Development of Major Renewed Emphases of the Primary Education Curriculum:

By incorporating relevant content into subjects' curriculum, students are provided with daily exposure to Chinese cultural knowledge. Through introduction of local and overseas exchanges, life-wide learning activities and different forms of experiential learning, students are provided with various activities to deepen their knowledge of national security and enhance their sense of national identity. With notions of renovation, intelligence, collaboration and communication, STEAM curriculum aims to develop students' creativity in alignment with sustainability. Timetables are designed to achieve learning experiences enhancement. Various activities for multi-intelligence development are set at the afternoon session, which includes curriculum attending to students' mental well-being, extensive learning activities, diversity learning for hobby development and tutorial classes to cater for students' educational needs.

Development of Generic Skills:

A conducive study environment is prepared to enhance students' presentation skills. Peer assessments are in place in different subjects to strengthen skills of critical thinking and creativity. Students are encouraged to set study goals and make study reviews for learning effectiveness, thereby to develop their skills on self-review and reflection. Students' different learning skills and generic ability are cultivated and elevated through project learning, cross-subject activities, enhancement activities and life-wide learning.

Cultivation of Proper Values, Attitudes and Behaviours:

We strive to create a healthy school environment to elevate students' psychosocial and spiritual cultivation. "Positive Education" and "Service Learning" has been carried out on a whole school approach. A "Teacher-company Guidance Programme" participated by all teachers is promoted to strengthen student's ability against adversity. We establish a benevolent school culture to provide students with a positive, inclusive and caring environment. We encourage students to pursue self-affirmation while establishing positive value. By building a positive culture, students shall achieve all-round development.

Student Support

Whole School Approach to Catering for Learner Diversity:

A Whole-school Approach and the 3-tier intervention model is adopted to attend to the needs of students with different learning needs. Several study groups are set to accommodate different concerns of students. For instance, students are selected for activity groups to develop potentials; Dual-subject teacher method is adopted in P.3 and P.4 classes, where students of the same level are separated into groups during lessons on certain subjects; Remedial class of core subjects and tutorials are set to support learning; Different guardian groups and school-wide peer campaign are in place to cater for student diversity.

Whole School Approach to Integrated Education:

By unification and flexible deployment of resources, prompt and appropriate supports are provided to students to enhance learning incentives, enabling them to acquire study strategies and achieve improvements, which helps them to reach study goals and adapt to school life better. Different services such as growth group, Enhanced School-based Speech Therapy Service and School-based Educational Psychology Service are deployed to advise on teaching and assessment adjustment. We value home-school co-operation and conduct regular discussion with parents via various channels regarding student support strategies. Our school was granted the Excellence Award in the 5th Hi-Five Student Engagement Award Scheme.

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:

School-based curriculum are designed through co-planning discussion. Small class teaching is adopted to cater for learning differences. Additional tutorials and external services are provided for top and low-achieved students.

Home-School Co-operation and School Ethos

Home-School Co-operation:

We actively practice parent education and maintain a close bonding with parents through different means, such as Parents' Day, seminars, monthly newsletters, mobile apps and school website. Parent Volunteers are organised to encourage parents to participate in giving support to all kinds of school activities as to foster home-school co-operation.

School Ethos:

Disciplinary and counseling tasks are launched in a whole-school approach, covering a wide-range of areas including moral education of preventive nature, civic education of intensive nature, counseling of remedial nature and a reward-and-penalty system. Students are encouraged to make progress in moral and academic performance through the school-based 'Self Improvement Reward Scheme'. We strive to establish a caring culture and practice classroom management.

Future Development

School Development Plan:

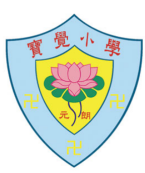
We aim to establish a system for students' development of multiple talents and potentials, ultimately achieve the nurturing of their lifelong learning ability. We strive to create an environment of well-being in school, building a supporting network for whole-person development.

Teacher Professional Training & Development:

Teachers are encouraged to pursue continuing professional development. We appreciate co-working between teachers to enhance teaching effectiveness. We exchange experience with fellows from other schools through internal and external training programme and gain programme support by inviting sharing from professionals. Taking part in external programme allows teachers to seize opportunity of experience sharing for professional development and establish learning community.

Others

Apart from awards for academic high achievers, scholarships and grants has been specifically established for needy students with satisfactory academic performance. Furthermore, scholarships are awarded to students with outstanding performance in sports, art and music, and model students excelling both in moral skills and studies.



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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Tam Yat Hung John	Ms. Tam Wai Ping	Established	Aided Whole Day	Co-ed	Buddhism
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					85%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Tung Lin Kok Yuen	Benevolence and Fraternity	1958	Chinese (incl.: Putonghua) and English	School Bus	About 7200 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-				Yes	
4Rs Mental Health Charter	Yes	Whole School Health Programme		Pledged School	

2025/2026 Annual School Charges

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

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
14	1	1	1	Innovative Teaching Block, Graduation Garden, Planetarium, Art Corner, Gym Corner, Cycling Power Station & STEM Garden.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Gifted Education Center, Creative English room, Main School Library, Multi-functional Student Activity Room, Music House, Campus TV, Hall for worshipping Buddha, Conference Room and Remedial Teaching 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			27	Total number of teachers in the school		32
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	30%	30%	20%	40%	40%

Class Structure

2024/2025 school year			No. of classes	2	1	2	3	3	2	13
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)			No. of classes	1	2	1	2	3	3	12
Mode of teaching at different levels		Small class teaching in P.1-P.6. 30 minutes for a lesson.								
Remarks		Developing reading habit and exploration mind from P.1-P.3. Nurturing self-learning abilities with high motivation and preparing smooth transition from Primary to Secondary School from P.4-P.6.								

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)		2		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	1. Subject assessment for P.1 to P.2 students are conducted with oral instruction. 2. Each subject conduct assessment with applied learning format. 3. Through life skills manipulation, project-oriented learning, computerized assessment and specific performance assessment demonstrate students' abilities. 4. Students participating international competitions and assessment are encouraged.						
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	According to students' traits, rather than subject performance, streaming arrangement is considered.						

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	3:10 PM	1:05 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. Having self-reading time every day. 2. Perform eye protection exercises at the recess time. 3. We organize different exhibitions and activities regularly to promote the culture of having healthy food and drinks. 4. Whole-School Exercise Period is held once a week to promote doing sports among students. 5. Doing morning exercises and play ball games before lesson time and at lunch recess.		1. We have awarded "Healthy Snack Corner". 2. We have adopted the School EatSmart School Accreditation Scheme organized by the Department of Health for many years. 3. We were awarded "Healthy School" by the Chinese University of Hong Kong. 4. Campus is recognized as "Garden School".		

Life-wide Learning

- 1. There are more than 50 extra-curricular activities for students.
- 2. Extra-curricular activities are held within the timetable to ensure every student can join the activities.
- 3. Popular activities include Chinese dance, Little Organic Farmers, English Drama, Chinese Debate team, Rugby team, STEAM Team, Campus TV, Orchestra, Creative Programming, P.4-P.6 International Learning team, Athletic team and different uniform teams. A number of awards were won in academic, dancing, drama and sports competitions.

School Mission

We are committed to provide a pleasant and harmonious learning environment, to enable every child to develop their full potential with a delightful childhood and to establish students' positive values, attitudes and virtues, turning them into responsible citizens.

School Characteristics

School Management

School Management Organisation:

To enhance the efficiency and transparency of school management, a systematic school hierarchical management system containing different functional teams has been set up accordingly.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee (IMC) has been set up to enhance the transparency of the school management, members included parents, teachers and independent managers, Master, CEO, accountants and Alumni, etc.

School Green Policy:

To arouse students' environmental awareness, Energy saving measures, recycling bins, drink box recycling bin and kitchen waste recycling machine are set up. Different environmental activities are organized such as 'No Lunch Box Waste Programme' and old clothes recycling activities. Modern green planting is inducted.

School's Major Concerns:

- Enhance assessment literacy, provide feedback and improve students' learning.
- Develop cross-disciplinary learning to strengthen students' learning effectiveness.
- Implement value education and positive attitudes for whole-person learning.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. The timetable uses half an hour as a section to increase students' concentration.
- 2. Parents can choose the quantity of homework for p.1 students in the first semester.
- 3. Replace the dictation with "Words Hunter" to increase learning motivation.
- 4. School-based exercises are developed as per students' abilities and traits.
- 5. Use modern teaching methods, instead of unnecessary assessments, to increase students learning fun.
- 6. Study tours to broaden students' international perspective with visiting different countries such as Singapore and the Greater Bay Area.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. To coordinate with the values education, the school tailors, deploys, and integrates the curriculum of various subjects.
- 2. We integrate positive values into the classroom and connects them to life in a step-by-step direction.
- 3. Implementing national education and national security education with the whole school's participation and all-round learning activities.
- 4. We set up interdisciplinary theme learning to strengthen students' STEAM learning ability with students' media literacy and reading habits.

Development of Generic Skills:

- 1. Students learn to communicate and cooperate with others through co-curriculum learning activities and 'International Classroom'.
- 2. 'Planting Orchid' is the main theme of STEAM for all levels.
- 3. Various learning activities and worksheets with school characteristics are designed for students to practice generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:

- 1. Specific activities (e.g. mindfulness) and courses (e.g. moral education lessons) with school major concerns promote positive values and attitudes for students.
- 2. Among teachers', students' and parents' interaction, healthy lifestyles are advocated.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1. After school care programme is conducted for some students in needs.
- 2. Gifted education is adopted and implemented as a whole-school approach.
- 3. Pull-out programmes for exceptionally gifted children are also organized.
- 4. Different modes of learning support are adopted such as, remedial classes and tutorial classes to help with students' homework, Adaptation Courses for Pre-S.1 and Bridging Course for P.6 students.

Whole School Approach to Integrated Education:

- 1. Remedial courses, after school tutorial classes and learning groups are organized for some students concerned.
- 2. The specific school personnel is responsible for coordinating resources to support the development of some students concerned.
- 3. Through school-parent cooperation, parents are given appropriate family education information.

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 certain levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc. To integrate different teaching approaches with previous successful experience, the school helps NCS students to study and live in Hong Kong smoothly. Specific teachers would motivate NCS students with co-operative learning to learn Chinese (P1 &2 lessons sometimes may use Putonghua as MOI) and to return the mainstream of education system ASAP.

Curriculum Tailoring and Adaptation:

- 1. Whole-class teaching approach is adopted to enhance students' high order thinking skill and creativity.
- 2. Specific enrichment programmes are carried out such as Chinese and English creative writing, Mathematics Olympiad, scientific exploration and leadership training, etc.
- 3. Recruit extra Chinese and English teachers to help students in need. Learning tasks and activities are tailored to suit the talents of the students.

Home-School Co-operation and School Ethos

Home-School Co-operation:

- 1. To establish better home-school communication, Parent-Teacher Association holds regular meetings and organize different parent-child activities, workshops and classes.
- 2. A Parent Education Programme Plan is implemented to enhance home-school co-operation.

School Ethos:

In a loving and caring environment and teachers' nurture, students are advocated positive attitudes and values as well as a strong sense of belonging to the school, the families and the nation.

Future Development

School Development Plan:

- 1. To develop students with reading habit from junior form and highly motivated self- learning at senior form.
- 2. To create students' achievements as "More than learning" with healthy body and positive mind.

Teacher Professional Training & Development:

- 1. Through participating various professional courses and in-service training, teachers become confident and cordial to enhance the quality of education.
- 2. All teachers should complete the Gifted Education course conducted by the H.K. Academy for Gifted Education within the first year of employment.
- 3. Professional Development Fridays are scheduled to discuss students' learning and evaluate school policies.

Others

For more details, please visit our website: www.ylpokok.edu.hk.



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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Chung Chau Wah	Mr. Ng Wai Choi Wydei	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 Association of the Directors & Former Directors of Pok Oi Hospital Ltd.	Please refer to the Chinese version.	1987	Chinese (incl.: Putonghua)	Nanny van	About 6500 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
-			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Pledged School	

2025/2026 Annual School Charges

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

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
27	2	1	1	All classrooms, the hall, covered playground and all special rooms are air-conditioned.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
11 rooms (STEAM Room, Sing Tak Informational Technology Centre, English Room, Library, Sing Tak Fun Station, Counselling Room, Botanical Garden, Farming Paradise, Kenny's Sports Park, etc.)				Accessible lift and Accessible toilet.

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

Number of teaching posts in the approved establishment				46	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	
96%	100%	31%	58%	21%	17%	62%	

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	4	4	4	4	4	24
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	4	4	4	4	4	24
Mode of teaching at different levels	By using the Activity Approach, students learn through hands-on activities, fostering interest and enhancing knowledge retention. We employ small class teaching to accommodate diverse learners, supporting both advanced students and those needing extra help.						
Remarks	Through group work, students learn effectively by active engagement and interaction among students.						

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)		2	Number of exam(s) per year (P2 to P6 only)		1		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	Diversified assessment methods, such as international examinations and ongoing progressive assessments like quizzes, pre-tests, and academic reward programmes, are implemented to understand students' learning needs and promote self-directed learning. We evaluate students' holistic development by considering their in-school and extracurricular activities, as well as volunteer service records.						
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 advance to P.2 in their existing classes. From P.3 to P.6, students are streamed based on academic performance. Small group teaching is used for Chinese, English, Maths, and General Studies to meet students' 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	7	35 mins	8:15 AM	3:00 PM	12:00 PM - 1:15 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	The lunch supplier is under supervision of the School-based Management Domain to follow the 'Nutritional Guidelines on School Lunch for Primary School Students'. Two free drinks will be provided for students every week.		-		

Life-wide Learning

Developing students' physical competence and aesthetic qualities; Enhancing the development of multi-intelligence; Extra-curricular activities, e.g. Cambridge Young Learners Test and Key English Test Preparatory Course, Mathematical Olympiad Course, English Drama, Robotics Team, Maker Course, Science and Technology Group, Dynamic Jellyfish Paradise, Tech-farm Course, Lion Dance Course, Snare Drum Course, Chinese Bass Drum Team, Creative Art Group, Uniformed groups, Squash Team, Swimming Team, Football Team, Athletics Team, Gymnastics Team, K-pop Dance, Latin Dance, Lacrosse Course, Outstanding Master of Ceremony Group, Choir and A-cappella Course.

School Mission

School aims at nurturing children's joyous life with a caring and loving environment. Helping them discover one's unlimited talents through Invitational Education. Creating a high quality teaching and learning environment and life-long learning experiences for the whole-person development of students in the domains of ethics, intellect, physical development, social skills and aesthetics.

School Characteristics

School Management
School Management Organisation: Under the leadership of the school head, Mr. Ng Wai Choi, and the three vice principals, the school administration framework is divided into 4 domains, school-based management, learning and teaching, student support and school ethos and extra-curricular activities. Teachers are divided into different domains for the implementation of the school policy and each domain has leaders to supervise.
Incorporated Management Committee / School Management Committee / Management Committee: The Incorporated Management Committee was set up on 31/8/2009.
School Green Policy: Implement various environmental protection policies to build a green school campus.
School's Major Concerns: 1. Strengthen students' national identity 2. Enhance students' sense of achievement 3. Cultivate proper values in students
Learning and Teaching Plan
Learning & Teaching Strategies: We enhance English learning with English activities, additional NETs, phonics and reading workshops, an English Room, and events like "Intercultural Day". These initiatives create an English-rich environment and improve students' listening and speaking. "My Reading Journey" and online platforms can help extend students' learning. Regularized STEAM courses can foster hands-on exploration, tap potential, and cater to diverse learning needs. Small group learning can cater for learner diversity while teachers tackle challenging topics. Data analysis provides insights into students' needs and teaching effectiveness.
Development of Major Renewed Emphases of the Primary Education Curriculum: Our school supports Education Bureau initiatives by promoting online self-directed learning and encouraging reading habits. We establish mental health literacy programme and enhance life-wide learning courses for a holistic development. Continuing our commitment to strengthening STEAM education, we cultivate media literacy skills and improve teaching effectiveness.
Development of Generic Skills: Through our "Leadership Training Course", level committee meetings, projects and online self-directed learning platforms, we effectively enhance students' generic skills.
Cultivation of Proper Values, Attitudes and Behaviours: Implementation of "Leadership Training Course", "ICAN Whole Person Development" and "Invitational Education" are carried out to cultivate positive thinking and enhance students' psychological well-being. National Security and national education elements are also infused into various subjects and other relevant learning experiences to foster students' positive values and attitudes.
Student Support
Whole School Approach to Catering for Learner Diversity: There are remedial classes, after-school tutorials and supplementary classes to cater for individual differences.
Whole School Approach to Integrated Education: We uses the Learning Support Grant to hire contract teachers and teacher assistants, and offers learning support classes to help students with learning difficulties and those who need special support in terms of concentration and emotions. The student support team holds regular meetings to help students with special educational needs. We hope that everyone will understand students with special educational needs and make individual adaptations and assistance. We arrange for students to take the LAMK to identify students who need small group teaching. In order to promote students' physical and mental development and encourage them to participate in appropriate sports training, our school organizes sports training classes, and the training content involves track and field and ball games.
Education Support for Non-Chinese Speaking (NCS) Students: Our school provides additional support for NCS students to facilitate their learning of Chinese: appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; and organising activities to create an inclusive learning environment in the school.
Curriculum Tailoring and Adaptation: We cater for learner diversity through groupings and graded assignments. We devise bridging programmes in collaboration with kindergartens and secondary schools in the vicinity to foster students' early adaptation to the new learning stages. To tie in with the principles of the Kindergarten Education Curriculum Guideline (2017), our P.1 students finish their homework during an adaptation period at school, and there are formative assessments in P.1. Bridging courses are provided for P.6 students in preparation for secondary school learning environment.
Home-School Co-operation and School Ethos
Home-School Co-operation: We are a welcoming school to invite parents to enjoy school life with children. We have a school voluntary team with 528 families, accounting for 97.4% of the school. The school was also named one of the Top Ten Caring Schools of the Year by the Jockey Club, and the school's volunteer work was recognized by the public. Parenting Workshops are conducted to enhance positive attitude of parents and improve the parent-child relationship.
School Ethos: We were awarded the Honor of "Caring School Award" for 17 consecutive years and "School with Heart Award" for 16 consecutive years. Through respect, trust, care and optimism, we disseminate the love and care to children under intentionality of the "5P"s in order to build up their self- esteem and cultivate positive values and attitudes. These qualities are essentials for children to deal with the challenges they are facing.
Future Development
School Development Plan: We continue to refine our English curriculum, providing students with opportunities to enhance their English language skills through English activities. We develop a STEAM programme which ensures every student has the chance to receive gifted education. We have implemented the Microbit programme for P.1-2 students, while P.3 students are involved in the "One Student One Robot" programme. P.4-P.6 students are engaged in the "One Student One Maker" programme, as well as "IOT" and "Tinkercad 3D". We continue to participate in Ocean Park's "Coral Revitalization Ambassador" programme this year to optimize our marine conservation facilities and courses.
Teacher Professional Training & Development: Aligned with the school's development, we collaborate with the Education Bureau and external organizations to incorporate external professional support. Our teachers can stay current on teaching trends, foster their professional knowledge, and enhance teaching effectiveness. Building upon our successful experience, we have established an exchange platform with other schools, optimizing the learning community and elevating the competence of our education team. Peer learning and lesson observation culture are encouraged with a view to promoting the effectiveness of teaching and learning.
Others
Our school recommends students to participate in various courses offered by EDB, universities, and the Hong Kong Gifted Education Academy. We motivate students to engage in public examinations and territory-wide competitions. Our students have achieved continuous success by representing Hong Kong in international Robotics competitions for 12 consecutive years and have also participated in numerous international Mathematics competitions. We have organized study tours for students, covering destinations such as Italy, Singapore, Japan, and Korea.



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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ven. Hee Meng	Mr. Chan Moon Lam	Established	Aided Whole Day	Co-ed	Buddhism
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Hong Kong Buddhist Association	Enlighten with wisdom Manifest with Compassion	2008	Chinese	Nanny van	About 5400 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
29	4	1	1	Roof garden, rock climbing wall, planting area, plant nursery area and meditation garden.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Computer rooms, 4 small group rooms, 2 activity rooms, art room, music room, English reading room, general studies & STEAM room, Chill zone, library and 2 conference rooms.				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		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%	30%	50%	2%	20%	78%

Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year				No. of classes	4	5	5	4	4	4	26
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	4	4	5	5	4	4	26
Mode of teaching at different levels		1. Enhancement scheme for gifted students from P.1 - P.6. 2. Intensive remedial teaching in Chinese, Math and English from P.2 - P.6.									
Remarks		Putonghua as the medium of instruction in Chinese subject in some classes from P.1 - P.6.									

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	Formative Assessments: Carried out after each module. Focus on skill-based assessment and classroom observation. Parents' feedback are valued. Summative Assessments: 3 examinations				
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	For P.1 - P.2, based on the teaching language in Chinese subject. For P.3 - P.6, based on the teaching language in Chinese subject and pupils' academic results.				

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:15 AM	3:35 PM	12:25 PM - 1:25 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	We promote a policy of healthy eating as a way of encouraging students to adopt a healthier lifestyle. We encourage students to eat more fruit, vegetables and carbohydrates. Our lunch supplier is committed to providing healthy meals.		1. Afternoon exercise sessions are scheduled to foster students' habit of doing exercise; 2. To maintain spiritual health, meditation activities are arranged; 3. Participate in "School Physical Fitness Award Scheme".		

Life-wide Learning

Various uniform teams: Cub Scouts, Brownies, Road Safety Patrol, Flag-guards.
Arts & Performance: dance club, handchime, choir, shadow play, Chinese painting, pottery, marching band, instrumental classes, Chinese Orchestra.
Sports: gymnastics, fancy skipping, track and field, various ball games like football and basketball.
STEM learning: Knowing More About IT Programme

School Mission

The school is sponsored by the Hong Kong Buddhist Association (HKBA). Our vision is to instil Buddhist values and create a caring and supportive community for learning. It aims to provide students with extensive development opportunities and nurture them with compassion and fraternity that help them excel and make them citizens of integrity and capable leaders of tomorrow.

School Characteristics

School Management
School Management Organisation: Buddhist Association School Managing Authority, Incorporated Management Committee, School Development Board, School Improvement Board and Multi-functional School Administrative Team.
Incorporated Management Committee / School Management Committee / Management Committee: Established in November 2008.
School Green Policy: - Recycling Scheme - Encourage healthy meals and cherish food. - Energy Saving Policy is conducted in school. - Environmental Ambassadors help with the environmental activities.
School's Major Concerns: 1. To establish a positive campus through whole school approach. 2. To achieve our students' future success by optimizing teaching and learning.
Learning and Teaching Plan
Learning & Teaching Strategies: 1. Cooperative learning, life-wide learning, cross-curricular activities, STEAM learning activities and e-learning resources are implemented in our school so as to enhance effectiveness in teaching and learning. 2. "Gifted education in whole-class and school-based curriculum" is operated within our P.1-6 classrooms.
Development of Major Renewed Emphases of the Primary Education Curriculum: Our curriculum develops with the base of the updated seven learning goals, enable our pupils to: 1. Understand our country and the Chinese culture, and cultivate a sense of belonging and national identity; 2. Know how to distinguish right from wrong, respect for others and care for others with thoughtful and sensible judgements and behaviours; 3. Foster solid knowledge base to facilitate personal growth and development; 4. Be proactive in biliterate and trilingual communication; 5. Develop generic skills and inquiry thinking holistically; 6. Cultivate an interest in extensive reading and habit, and use information and information technology in a rational and responsible manner; 7. Lead a healthy lifestyle and develop personal hobbies and talents.
Development of Generic Skills: To cultivate students' generic skills through project learning and diversified activities.
Cultivation of Proper Values, Attitudes and Behaviours: Our school implements the policy of 'Integration of Counselling and Guidance' to help students develop positive values. We are committed to providing a caring and loving environment for our students, and fostering a harmonious teacher-student learning atmosphere. In addition, we place great emphasis on promoting moral education, and as a result, our students have demonstrated exceptional conduct and manners. We also encourage our students to care for others through activities such as the 'Gratitude Tree'.
Student Support
Whole School Approach to Catering for Learner Diversity: 1. Professional support: school-based educational psychologist, speech therapist, social workers, SENCO, SENSTs and SENAT. 2. Gifted education: enrichment courses are offered to talented students in order to realize one's full potential. 3. Classes for SEN students: small-group classes and remedial classes are arranged to facilitate and motivate the learning of less able students. Also, after-school remedial classes are provided to students in need. 4. Small-group learning: the groups emphasize on reading, writing and social skills.
Whole School Approach to Integrated Education: - Professional support and services are provided from professionals (school-based educational psychologist, school-based speech therapist, school social worker). They are in the Student Support Team with the SENCO, SENSTs, teaching assistants and other teacher representatives. - Various training groups are offered, such as AIM project, social skills training groups and attention span training groups. They aim at catering for individual differences and to help 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. To facilitate their mastery of Chinese learning, and enhance their interest in learning Chinese, our school has held regular Chinese learning groups after school for non-Chinese speaking students.
Curriculum Tailoring and Adaptation: Curriculum tailoring and adaptation are adopted according to students' abilities.
Home-School Co-operation and School Ethos
Home-School Co-operation: Promote a harmonious teacher-parent relationship through regular meetings, activities, workshops and seminars.
School Ethos: We provide a great variety of educational experiences for students in order to develop positive values and promote good attitudes.
Future Development
School Development Plan: Our school's three-year development plan focuses on "Positive School" and "Achieving the Future". Creating a positive school through different values education and campus design, promoting social and emotional learning to cultivate students' empathy and establish a positive campus. The school is fully committed to promoting STEM education to develop students' 21st-century skills, including problem-solving, collaboration, and creativity. We will comprehensively promote e-learning to enhance teaching effectiveness and strengthen students' information literacy skills. We will continue to cultivate students' positive thinking and equip them with the ability to use information technology to face future challenges.
Teacher Professional Training & Development: - Through different training courses held by the Hong Kong Buddhist Association, Yuen Long District Development Day and our school, we can enhance teachers' professional knowledge of planning lessons effectively. - Organize workshops for teachers on students's mental health and value education, integrating these concepts into their teaching to promote the holistic development of students. - Conduct specialized workshops to enhance teachers' understanding of national development, integrating the knowledge into educational practices. - We enhance teaching and learning by organizing different school-based and subject-based workshops for teachers, joining various projects organized by universities and EDB and having lesson study.
Others
1. Different overseas educational learning trips are held every year. 2. We provide sufficient opportunities for students who are competent in IT and other areas by participating in various schemes. 3. Sister School Scheme, enhance the academic exchange, arouse students' sense of national identity.



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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Leung Man Man	Mr. Ying Ngai	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
Kwong Ming School Limited	Virtue, Diligence, Erudition, Aesthetics, Innovation	1981	Chinese	Nanny van	About 5000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-					
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	Fee for non-standard items \$450	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
25	3	1	1	Butterfly Garden, Performance area, Athletic track, Flowerbed. All rooms and cover playground are air-conditioned.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
STEM Room, KMS Broadcast Room, The Black Box, Multi Function Room, Computer Room, Library, Atelier, Fitness Room, Chinese Literature Room, English Room, Mathematics Club, Music Room, PTA Parents Resource Centre, Conference Room, Play Therapy Room.				Accessible lift.

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		51
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
98%	100%	42%	53%	13%	14%	73%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	4	4	4	5	4	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	5	4	25
Mode of teaching at different levels	1. Implementing Small Class Teaching in P.1 to P.6. 2. P.2-P.4 Small Group Teaching (SEN). 3. P.5-P.6 Remedial Teaching. 4. Remedial teaching, school-based after-school learning and support programme to cater for learner diversity.							
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	2 tests and 2 exams are held in each year. Formative assessments for different subjects and cultural activities are also employed to promote holistic development of pupils. Different modes of formative and summative assessments (such as tasks, projects, learning, presentations, scientific skills and attitude) are used to assess students' learning performance.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	Mixed ability classes from P.1 to P.4. P.5-P.6 pupils are divided into different classes based on their learning abilities.						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	10	30 mins	8:00 AM	3:05 PM	1:00 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Our school has attained The Hong Kong Healthy School Award Scheme. Items that go with healthy school life are as follows: Fruit Day, School 'NutriAgent' Project, Foot Examination, School Physical Fitness Award Scheme, Sexual-Abuse Preventive Programme, Environmental Protection Recycling Programme etc.		'Talent Show Stage' takes place before school begins. School assembly, co-curricular activities or multiple intelligences activities are carried out alternately every Thursday afternoon.		

Life-wide Learning

Various activities and interest groups are conducted after school, such as Sports Day, Swimming Gala, Christmas Party, STEAM Day, Life-wide Learning Day, Educational Camp, and School Picnic, to enhance the enjoyment of school life.

Our school also offers a variety of extra-curricular activities for students: English Drama Team, English Puppetry Team, Cubs and Brownie, CYC, JPC, field and track athletic team, ball games teams, swimming team, ukulele, handbell, African drum, choir, dancing, Boulderling, Cambridge English, phonics, conversation, Mathematical Olympiad, Chinese ink painting, calligraphy, gardening, computer graphics, Lego Mindstorms, IT-coordinator and Campus TV.

School Mission

We pledge to prepare pupils to contribute to an increasingly international and interdependent world. Recognising a diversity of values and traditions, we strive to establish an atmosphere conducive to building interpersonal relationships and global awareness. We are committed to working closely with pupils and their families to attain academic excellence and inspire the growth of well-rounded individuals.

School Characteristics

School Management
School Management Organisation: Kwong Ming School is managed by Incorporated Management Committee (IMC). School Development and administrative works are implemented by principal and different administrative groups. School-based management is implemented and all stakeholders share common visions and goals. School development committee oversees the development of curriculum and all subject sections to ensure an ongoing development and improvement.
Incorporated Management Committee / School Management Committee / Management Committee: The Incorporated Management Committee of Kwong Ming School was established on 30th August, 2008.
School Green Policy: 1. Implement environmental education to enhance students' understanding of the importance of environmental protection: develop a group of Green Prefects and Little Green Gardeners, and organize environmental talks and workshops. 2. Recycle crayons, old books, and school uniforms. 3. Launch a set of guidelines for energy saving and decarbonisation, water conservation and waste reduction. 4. Install automatic sensor water taps and solar panels. 5. Community Promotion: potted plant giveaway, community food waste recycling programme.
School's Major Concerns: 1. Enhance students' reading skills and create a reading atmosphere on campus. 2. Boost students' confidence through diverse learning experiences.
Learning and Teaching Plan
Learning & Teaching Strategies: 1. The school attaches great importance to the promotion of reading through enhancing pre-lesson and extended reading for cultivating students' self-directed learning capabilities. 2. Using diversified learning and teaching strategies to enhance students' motivation and strengthen higher-order thinking skills. 3. Helping students explore knowledge and learn from experiences so as to promote their all-round development. 4. Providing students with all-round learning experience in all aspects through different subject-based activities that allow students to apply what they have learned to enhance their sense of achievement and develop positive learning attitudes so that students will be able to adapt to the ever-changing world.
Development of Major Renewed Emphases of the Primary Education Curriculum: 1. Strengthening values education through various award schemes. 2. Enriching students' life-wide learning experiences and develop positive values and attitudes that are conducive to whole-person development through various school teams, learning activities in different subjects and cross-curricular activities. 3. Strengthening cross-curricular learning and reading across the curriculum and also reinforcing STEAM education. 4. Making good use of learning time and creating space to promote balanced physical and mental development by introducing afternoon school-based lessons. The afternoon school-based lessons include reading sessions, multiple intelligence classes, them-based activities in different subjects so as to promote whole-person development of students.
Development of Generic Skills: To develop students' generic skills, we offer STEAM learning activities, diversified life-wide learning activities, cross-curricular learning, thematic projects, co-curricular activities, educational visits, and various competitions to students.
Cultivation of Proper Values, Attitudes and Behaviours: 1. Strengthening positive education to help students understand and apply their character strengths through picture books and service activities, students are nurtured to be self-confident. Strengthen students' positive thinking so that they can manage themselves and overcome challenges and difficulties with perseverance and staying positive. 2. Nurturing students' talents and self-confidence through various award schemes. 3. Strengthen students' resilience by organizing adventure-based training camps for students. 4. Study tours are arranged for students to broaden their learning exposures and enable students to learn to respect the cultures of their own and others.
Student Support
Whole School Approach to Catering for Learner Diversity: Comprehensive Student Guidance Service. Remedial classes and small subject groups. Small group teaching.
Whole School Approach to Integrated Education: Core members of student support team make good use of the grants and resources to implement the following schemes: curriculum and teaching adaptation, remedial learning groups, training on social skills, Enhanced School-based Speech Therapy Service and School-based Educational Psychology Service, Individual Education Plans, etc.
Curriculum Tailoring and Adaptation: Collaborative lesson planning and tailoring. Focus on common learning difficulties. Diverse teaching strategies.
Home-School Co-operation and School Ethos
Home-School Co-operation: Parent-Teacher Association serves as a platform for parents and teachers to communicate and collaborate. We often organize events, workshops and meetings to promote parental involvement in school activities. PTA also invites parents to volunteer in various activities such as field trips, school events, or classroom assistance. This involvement allows parents to have a better understanding of their child's school experience and build relationships with teachers and other parents.
School Ethos: Caring culture. Strong cohesion. Students are self-disciplined, excelled in academic performance and conduct.
Future Development
School Development Plan: 1. Enhance students' reading skills and create a reading atmosphere on campus. 2. Boost students' confidence through diverse learning experiences.
Teacher Professional Training & Development: 1. Collaborative lesson preparation. 2. Lesson observation. Lesson analysis. 3. In-service training.
Others
1. PTA scholarship. 2. Alumni Association scholarship. 3. Multiple intelligences scholarship.



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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Rev. Chan Wing Fung	Mr. Chak Chi Hong	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					46%
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.	1934	Chinese (incl.: Putonghua) and English	-	About 1771 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
-	-	\$60	\$450	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
12	1	1	1	All rooms are equipped with electronic whiteboards and air conditioners.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Seven special rooms including an English room, a visual art room, a music room, an activity room, two remedial classrooms and an information technology learning 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			28	Total number of teachers in the school		36
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%	85%	25%	6%	69%

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		Putonghua is the medium of instruction when teaching Chinese Language. English lessons are held in an English speaking environment. Small and large groups are utilized to cater for the diverse learning needs of students. Some lessons are co-taught to help pupils who have learning difficulties in Chinese, English or Mathematics.								
Remarks		Small-class teaching was implemented in P.1 in 2024/2025 and it will be implemented in other levels in the future.								

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	Formative assessment and summative assessment schemes as well as qualitative and quantitative assessments are implemented.						
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 of each grade are evenly grouped into two classes according to their conduct, learning abilities, interests and 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	35 mins	7:45 AM	3:15 PM	1:15 PM - 2:15 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Healthy eating activities are held daily (i.e. Fruit Day from Mondays to Fridays) and we often have projects aimed at creating a healthier eating culture in the school (e.g. the 'Healthy Snacks' project and the 'Eat Full' card award scheme).		Our school has joined the Health Promoting Schools (HPS) programme this year to take a step towards more healthy eating on campus. It is an effective and comprehensive whole-school approach to improve students' physical, mental and social health in our school. Apart from this programme, we have also participated in the 'Joyful Fruit Month' programme to promote daily fruit eating habits in our school.		

Life-wide Learning

Diversified learning activities are regularly held at school. These include a variety of classes such as Japanese Class, English Drama, English Debate Team, English DJ Class, Cambridge English Class and English Football Class. Other activities include Mathematics Olympiad, choral speaking, choir, Brownies and Cub Scouts, Community Youth Club, music classes, ball games, swimming, rope-skipping, taekwondo, cheerleading, gymnastics, chess, Christian fellowship, voluntary service, STEAM activities, school excursions and so forth.

School Mission

We aim to provide students with essential life-long learning experiences for whole-person development in the domains of ethics, intellect, physical development, social skills, aesthetics and spiritual development. We endeavour to provide students with learning opportunities that will cultivate positive values and attitudes towards life and society.

School Characteristics

School Management

School Management Organisation:

The Incorporated Management Committee (IMC) supervises school development. The Principal leads the School Development Group to plan and organise this development. Through staff meetings, all teachers are given the opportunity to discuss and assess the effectiveness of these policies and plans. Furthermore, the establishment of the Staff-Management Consultative Team facilitates communication between the teachers and the IMC. Moreover, PTA and the Alumni Association facilitates communication and co-operation between the school, the parents, and the alumni.

Incorporated Management Committee / School Management Committee / Management Committee:

The IMC consists of fifteen members, comprising of Sponsoring Body Managers, Independent Managers, Teacher Managers, Parent Managers and Alumni Manager.

School Green Policy:

To encourage a green campus, we have joined BEAM Plus by Hong Kong Green Building Council and replaced school's facilities like installing faucets with automatic sensors to help save water and solar panels to use renewable energy.

School's Major Concerns:

- 1. Implement small-class teaching to enhance the effectiveness of learning and teaching.
- 2. Cultivate a healthy lifestyle to enhance students' resilience.

Learning and Teaching Plan

Learning & Teaching Strategies:

Our school has adopted a student-centred learning approach to meet the needs and interest of our students through diversified learning and teaching strategies, support and resources. We make good use of the timetable and students finish all lessons in the morning and participate in various activities such as LBD, STEAM, physical and art activities in the afternoon. Students learning experiences have been enriched and they have become independent learners through cross-curriculum learning and self-directed learning. Our school has also put great emphasis on reading across the curriculum in order to enhance students' motivation towards reading and their reading ability. Life-wide learning activities are held regularly to enable students to learn through experiential learning and foster their proper values and attitudes.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Our school promotes National Security Education, including Values Education and Life Education to help students familiarise themselves with the latest development of our country through life-wide learning activities and sister school exchange and collaboration. Our school timetable has been refined to make good use of students' learning time. Our campus incorporates welcoming spaces for students and establishes a healthy lifestyle among students. In order to cultivate media and information literacy, our school has strengthened our learning and e-Learning strategies. Assessment policies have been refined and the assessment literacy of all stakeholders has been enhanced to help students learn more effectively.

Development of Generic Skills:

Our school has promoted LBD, Coding and STEAM curriculums to foster students' creativity, problem-solving and communication skills. Cross-curriculum life-wide learning activities are held regularly to enable students to learn and develop lifelong learning skills through experiential learning.

Cultivation of Proper Values, Attitudes and Behaviours:

By incorporating Chinese traditional culture into the Values Education, our students' understanding of Chinese cultures and their sense of belonging has been enhanced.

Student Support

Whole School Approach to Catering for Learner Diversity:

Our school has appointed a teacher to be the SENCO to lead the student support team. In addition, an assistant teacher has been recruited to support integrated education. The school has adopted a whole-school approach to provide all-round support for students with special educational needs. Different policies including having two class teachers per class in J.1 and J.2, co-teaching and a variety of learning support programmes have also been implemented to benefit our SEN students.

Whole School Approach to Integrated Education:

The school has adopted the 'Whole School Approach'. All teachers collaborate to provide all-round support for those with special educational needs. The school encourages differentiated teaching, home-school co-operation and provides a school-based educational psychology service. It helps with catering for the needs of different 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 our school uses Putonghua to teach Chinese in all classes / groups at all levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc..

Curriculum Tailoring and Adaptation:

We design different types of assignments to cater for learner diversity. Various courses are designed for both the gifted and less able pupils.

Home-School Co-operation and School Ethos

Home-School Co-operation:

We strengthen home-school co-operation by holding parents' day, pre-school information day and talks for parents. Parents can express their ideas via emails and the PTA. Our PTA has been in operation for many years. There are different activities for students and parents. The parent-volunteer team is very active in participating in school events such as recess activities. Our school also organises 'Parents' School' on Wednesdays on a regular basis to strengthen home-school co-operation. Parents can also understand more about the PTA and the school by reading the school magazine.

School Ethos:

Our school was established in 1934 and has a long history of serving in the educational field of over 90 years. A peaceful school culture, free from pretence, is combined with a pragmatic working team. Our school focuses on developing students' sense of responsibility and their self-reflection abilities. Students are expected to serve others and embody our school motto--not to be served but to serve. We also emphasise the development of moral and national education.

Future Development

School Development Plan:

We have adjusted our school timetable to enhance pupils' learning and all-round development since the academic year 2021-2022. All subjects are allocated a time slot before lunchtime. Tutorial sessions and multiple-intelligence activities are conducted in the afternoon to provide a wide range of learning experiences to meet different learning needs and objectives and also align with the latest requirements from the curriculum guides. This provides students with more diverse learning experiences. Students also benefit from an excellent learning environment through which multiple-intelligence activities provide a strong foundation for their life-long learning. The school also promotes specialised teaching. All language teachers have attained a subject major degree. A self-evaluation process is undertaken at the school level. The entire school strives to promote the effectiveness of the self-evaluation program to ensure the quality of the program. Our goal is to raise teachers' professional development, especially focusing on their ability to cater for the needs of pupils' individual differences.

Teacher Professional Training & Development:

In order to be in line with the curriculum changes, our school has assigned teachers to participate in different training workshops provided by the EDB, for example, Primary Humanities and Primary Science learning circles, to equip teachers with the expertise and knowledge for the development.

Others

Outstanding Awards sponsored by the Anglican (Hong Kong) Primary Schools Council and other scholarships have been given to outstanding pupils who have excelled in their conduct, academic results and extra-curricular activities. Every year pupils actively take part in sports, academic and music competitions and attain outstanding results. Also, every year our pupils join study tours to China. This raises their sense of belonging to China and increases their knowledge and understanding of Chinese history and culture. Moreover, our students join the Singapore and Australia exchange programmes to improve their English proficiency. Through the adjustment of the school timetable, the school curriculum design and diversified extra-curricular activities, we help our students broaden their horizons and enrich their problem-solving skills so that they can adapt to the challenges of the 21st Century.



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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. LEE Wai Ping	Ms. Ng Tan Denise	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					86%
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.	1904	Chinese	School Bus; Nanny van	About 6289 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
NT Heung Yee Kuk Yuen Long District Secondary School, Chiu Lut Sau Memorial Secondary School, Tin Shui Wai Government Secondary School					
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-based Management Fee \$300	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	Air-conditioning and multi-media teaching facilities in classrooms and special rooms.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Computer room, Language room, English Activity room, Visual Art room, Music room, General Studies room, Student Activity Center and Remedial Teaching rooms.				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				54	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%	96%	36%	59%	2%	19%	79%	

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		Starting from 2011-2012 school year, Learning Support Grant has been implemented and whole school approach will be adopted to cater for learner diversity. Small class teaching and cooperative learning started from 2010-2011 in order to enhance effective learning.								
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)		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	2 tests and 2 exams are held in each school year. Formative assessments for different subjects and cultural activities are also employed to promote holistic development of pupils.						
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 & 2, no steaming arrangement. P3, P4, P5 & P6, classes A, B are steamed according to academic results, Classes C, D, E are non-steamed with similar proportion of gender.						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:00 AM	3:00 PM	12:15 PM - 1:15 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	The school aims at building up healthy lifestyles and is accredited as an 'EatSmart' school by the Department of Health. The Lunch Committee is set up to monitor the nutrition and hygiene of the food provided by the designated lunch supplier as well as promoting the healthy eating policy, such as Joyful Fruit Month and Healthy Snacks.		Diversified learning activities to broaden students' learning experience. Students are encouraged to have reading and self-learning activities in the school library and computer room.		

Life-wide Learning

Diversified activities and interest groups are conducted after school. Sports Day, Swimming Gala, Christmas Party, Chinese Cultural Day, STEAM Learning Activities, Diverse Learning Week, Educational Camp and School Picnic, P.3 swimming lessons are also held throughout the school year to facilitate a pleasurable school life.

School Mission

School aims at providing a cherishing learning environment for the holistic development of pupils in areas of moral, intellectual, physical, social and aesthetic. Through various activities, pupils enjoy learning as well as building up the foundation for life-long learning and develop students' proper values and attitudes.

School Characteristics

School Management

School Management Organisation:

There are 55 members of staff including the Principal, Vice Principals, Senior Teachers, Curriculum Development Officer, Teacher Librarian, Class Teachers, School Social Worker and Native-speaking English Teacher.

Incorporated Management Committee / School Management Committee / Management Committee:

The school is managed by the School Management Committee, which consists of EDB, school, parents and alumni representatives.

School Green Policy:

The Environmental Protection Student Ambassadors assist the implementation of the school environmental protection activities, such as giving information on environmental protection, holding educational visits and talks. In order to promote the use of renewable energy, the school has successfully applied for the environment and conservation fund to set up the Renewable Energy Power Generation System. Solar Photovoltaic and Kinetic Bicycles are installed. The Food Waste Decomposing System also generates organic fertilizer for the school planting areas.

School's Major Concerns:

- 1. Establish an exemplary school by implementing high-quality management and organizational systems.
- 2. Foster students' curiosity about future and deepen their understanding of science and technology.
- 3. Encourage students to uphold positive values and attitudes, integrating national identity with a global perspective.

Learning and Teaching Plan

Learning & Teaching Strategies:

Learning and teaching strategies: Student-centred lessons and classroom activities. Co-curricular activities for key learning areas. Implementation of educational visits, language and mathematics activities, enquiry approach for technology learning, STEAM day, greening activities, sports and arts activities as well as life-wide learning to enrich students' learning experiences and develop their multiple intelligences.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Our school implements a comprehensive values education program, encompassing life education as well as moral, civic and national education, cultivating positive values in students. Through immersive reading, learning and exchange programs, students deepen their understanding of both traditional Chinese culture and contemporary developments in China.

In the realm of teaching and learning, diverse instructional strategies are employed, including the integration of thinking strategies and information technology studies, as well as participation in on-campus and off-campus learning activities. Our aim is to empower students in their pursuit of independent learning, while broadening their intellectual horizons through varied educational experiences. We place significant emphasis on promoting STEAM interdisciplinary education, allocating dedicated class hours to scientific exploration and learning activities, enhancing students' creativity, collaboration and problem-solving abilities.

Development of Generic Skills:

Development of Generic Skills: Through classroom activities, project learning, basic logical thinking training and diversified learning activities to help students develop the nine generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:

The Self-challenge Award Scheme, My Pledge to Act: Let's Do It! School-based Award Scheme and Life Education is launched to encourage students to unleash their potential and better themselves.

Student Support

Whole School Approach to Catering for Learner Diversity:

The Special Educational Needs Coordinator (SENCO) and student support team is set up to implement different strategies to cater for learning diversities.

Whole School Approach to Integrated Education:

The Student Support Team is set up to adopt a "whole-school approach" to cater for the diverse learning needs of students. Strategies of "early identification" and "early intervention" are adopted to provide appropriate services for students with special learning needs. Our school aims to enhance students' communication skills and self-confidence through the assessment of school-based educational psychologist, training of school-based speech therapist, implementation of individual education plans, peer support and remedial learning groups.

Curriculum Tailoring and Adaptation:

Tiered assignments and Intensive & Remedial Programmes: Remedial Teaching Group, Speech Therapy, Cambridge English, English Drama Club, Intensive Writing Programme and Mathematical Olympiad to enhance students' learning interest and social skills.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The PTA takes an active role in collaborating with the School to organize special school events and activities as well as parenting seminars and workshops.

School Ethos:

The school cultivates a caring environment to develop students' service spirit through various programmes: Star of the Month, Big Brothers and Sisters Scheme, Adventure Training, Prefect Training, Courtesy Ambassador Scheme, Greening Team, Volunteer Training and Constitution and the Basic Law Ambassador Scheme.

Future Development

School Development Plan:

2024-2027 School Development Plan

- 1. Establish an exemplary school by implementing high-quality management and organizational systems.
- 2. Foster students' curiosity about future and deepen their understanding of science and technology.
- 3. Encourage students to uphold positive values and attitudes, integrating national identity with a global perspective.

Teacher Professional Training & Development:

Specialised teaching, teacher professional training, lesson co-planning, peer lesson observation and external professional support.

Others

Scholarships are given to students with outstanding academic, sports and arts as well as service performance: Murjani Scholarship, Lo Yee Woo Foundation, Tang Kin Sun Scholarship, Li Wing Kei Scholarship, Dr. Wong Yu Man Scholarship, Tai Kuen Scholarship, Wong Ying Chow Scholarship, Yuen Long Government Primary School Parent Teachers Association Scholarship, South Yuen Long Government Primary School Parent-Teacher Association Scholarship, Lam Tai Hing Scholarship, Dr. Lee George LAM Scholarship, Yuen Long Government Primary School Alumni Honorary Chairman Scholarship, Wong Tang Fung Yin Scholarship and Fung Sun Fai Scholarship.



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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Wong Chi Keung	Mr. Lui Howard	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
Yuen Long Tung Koon School, Limited	Diligence, Filial Piety, Loyalty, Honesty	1948	Chinese & English	Nanny van	About 3900 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	-	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
25	2	1	2	Chinese Library, English Library, Language Learning Support and Activity Centre, iPad Learning Centre.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Multi-purpose Learning Room, Music Room, Digital Intelligent Room/Computer Room, Counselling Room, English Room, Medical Room, Stem Room/Information Technology Learning Centre and Remedial 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			48	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%	100%	35%	54%	14%	15%	71%

Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year			No. of classes	4	5	4	4	4	4	25
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)			No. of classes	4	4	5	4	4	4	25
Mode of teaching at different levels		'Small Class teaching' is adopted. Remedial lessons and morning lessons are provided for P.1 to P.3 students and P.4 to P.6 students respectively to enhance learning efficiency and cater for learner diversity. A school support team coordinates the resources and support services with the adoption of the basic principles of early identification, early intervention and whole school approach.								
Remarks		Create a learning environment with high participation and good teacher-student interaction, enhance students' motivation to learn and promote self-directed learning.								

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	Our school emphasizes the using of formative assessment to enhance students' learning. Additionally, summative assessment focuses on learning results and performance. We aim to assess students' knowledge, skills and attitude. We use various assessment tools to evaluate the effectiveness of students' learning.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	P.1 to P.6 classes are arranged into different classes or groups according to 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	Please see Remarks	12:55 PM - 1:55 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	We continue to carry out Joyful Fruit Month activities and healthy snacks promoting and hold nutrition workshop for students and parents. Morning exercises are conducted, and the Physical Fitness Incentive Scheme and TKPS Sports Incentive Scheme are implemented. The skipping rope area and basketball court are often opened. A Mental Health Day is also held every year.		School ends at 3:30pm on Mondays and Fridays; school ends at 2:45pm on Tuesdays, Wednesdays and Thursdays		

Life-wide Learning

(1) Sports & Arts : artistic cycling, artistic skipping, football, basketball, volleyball, field track, Martial Art (Wu shu), Break Dance, SportACT Award Scheme, School choir, handbell, percussion band, Marching Band Training Class, Chinese painting, Chinese dance and Visual Arts. (2) Services: Scouts, Brownies, CYC, JPC. (3) Academic: Cambridge English, Drone, 3D printing, mBot programming, ITCA, Mathematical Olympiad Classes and Lego Robotic Class.

School Mission

Diligence, Filial Piety, Loyalty and Honesty are the Motto of our school. We strive to instill these values in all our students. Starting with every child's individual learning style and needs, teachers work hard to build up students so that they develop their full potential and become outstanding citizens of Hong Kong. We also strive to promote and cultivate Chinese culture and national identity to everyone.

School Characteristics

School Management

School Management Organisation:

The principal leads two vice-principals and an administrative team, and has multiple executive teams to promote school affairs and academic work. The administrative team and all teachers hold regular meetings to communicate administrative implementation measures or plans. Each subject holds regular meetings to communicate with each other and optimize learning and teaching.

Incorporated Management Committee / School Management Committee / Management Committee:

IMC was established in 2013. Its members include one school individual manager, two parent managers and two teacher managers. Meetings are held regularly to discuss the school policies.

School Green Policy:

Our school advocates green life and builds up an eco-friendly campus. 'We respond to the environmental protection activities by acting out recycling and saving electricity at school. Environmental education is also incorporated into our curriculum and encourage students and parents to participate in the "Give AN hour for Earth" to enhance students' awareness in conserving resources and caring for the Earth and protecting our planet. We encourage teachers and students to save resources and reduce waste. We join a Butterfly Explorer Scheme and establish a butterfly garden to protect our environment.

School's Major Concerns:

- 1. Continuously optimize learning and teaching, deepen students' self-directed learning, and enhance students' learning motivation and learning effectiveness.
- 2. Create a positive and healthy campus atmosphere, cultivate students' positive character and healthy life attitude, and practice a positive and healthy lifestyle.

Learning and Teaching Plan

Learning & Teaching Strategies:

We use diversified teaching strategies, such as various levels of questioning and graded worksheets. We develop our students' generic skills, help them build up self-confidence and learn actively. We provide the online learning platforms of Chinese Language, English Language, Mathematics and Putonghua to the students. The focus on our Chinese language curriculum is from reading to writing. In English Language, we implement the PLP-R/W programme. We carry out 'Problem Solving' teaching strategy in Mathematics teaching. For General Studies, we arrange life-wide learning activities and project learning. We promote STREAM curriculum for enhancing and developing students' abilities.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. Values education seeks to promote a positive campus culture and instill good character and healthy habits in students through Personal Growth Education, school-based counseling activities and group training. The national security education aims to cultivate students' sense of identity with the country, nation, and society.
- 2. Reading across the curriculum is implemented by all subjects in turns.
- 3. The promotion of self-directed learning, e-learning strategies, e-learning courses and enable students to make good use of their study time.
- 4. Cross-subject curriculum in conjunction with the school-based STREAM curriculum.

Development of Generic Skills:

Project learning, science exploration and discovery projects and different subject activities are carried out to improve students' generic skills. The co-operative learning skill is adopted to develop all-round students.

Cultivation of Proper Values, Attitudes and Behaviours:

Through school-based counselling activities 'TKPS Positive housekeeper', use Teamwork, Knowledge, Positive and Skills as core, to promote positive education and create a positive and healthy campus atmosphere to cultivate students' positive character and healthy attitude towards life and practice a positive and healthy lifestyle.

Student Support

Whole School Approach to Catering for Learner Diversity:

Morning Remedial Lessons, Remedial Classes, English Enhancement Programmes, English Enrichment Programmes and Chinese 'Read and Write' Programmes are arranged for students. Teachers help students with their homework in daily tutorial lessons. After-school Learning Support & Caring About Personal Growth Programme provide more assistance and opportunities to the students to improve their learning effectiveness.

Whole School Approach to Integrated Education:

An intensive education program is provided for students with special educational needs. The 'Love and Caring Scheme' is adopted to adjust the quantity of homework and students' learning. School-based Speech Therapy Service and School-based Educational Psychology Service are provided for the students with special educational needs (SEN) to ensure that students receive comprehensive support. Our school cooperates with different organizations to provide various activities for students in order to build up students' self-confidence, good interpersonal relationship and positive values. Together, we create an inclusive, supportive, and diverse learning environment.

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

Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; 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:

Our school designs and tailor our curriculum by carrying out co-plan meetings. We enhance the teaching and learning skills through refining various learning and teaching strategies. We attain the support from the EDB to further develop the curriculum of core subjects.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Parents actively participate in multicultural exchange activities. The PTA provides family education to help parents understand the all-round development of children, promote the healthy, happy and balanced development of children, enhance the physical and mental health of parents, and strengthen communication and cooperation between home and school. We understand the learning progress of children and strengthen respect for students and families from different cultural backgrounds. Parents are keen to participate in voluntary work, provide more learning opportunities and role models for their children, establish close cooperative relationships, and jointly promote their children's development and education.

School Ethos:

Our school mission is "Educate morals, Extend full talent, educate whole-person". Our school ethos is primitive. Teachers show concern and love to our students and create an harmonious and concerning environment for them. We also advocate the racial harmonious culture. Focus on physical, mental and mental health development. Students have a strong sense of belonging to the school. Therefore, they are willing to love and help each other.

Future Development

School Development Plan:

- 1. To cultivate students' independent thinking ability, develop creative thinking, and implement the spirit of lifelong learning.
- 2. To enhance students' bilingual communication skills, and help them be proactive and confident in interacting with others.
- 3. To cultivate students' correct values, establish a healthy lifestyle, and enhance their inner cultivation.
- 4. To promote diversified curriculum and activities to inspire students' potential and cultivate their interest and appreciation for sports and arts activities.
- 5. To enhance students' civic and national awareness and to contribute to the country and society.
- 6. To improve students' academic level and use multimedia and information technology in teaching to enhance their interest in learning and motivate them to work hard and pursue excellence.

Teacher Professional Training & Development:

We implement the PLP-R/W programme and "SEED Project" conducted by the NET Section, EDB. Our Chinese Teachers join the scheme of 'Read and Write' organised by EDB to enhance effectiveness of teaching.

Others

Yuen Long Tung Koon School Limited, IMC & PTA Scholarships are presented to the outstanding students every year.



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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Li Mei Lam Danny	Mr. Cheng Ting Fai	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					13%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Yuen Long Wai Chow School Limited	Please refer to the Chinese version.	1986	Chinese	Nanny van	About 4000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
			Yes		Yes
4Rs Mental Health Charter	-	Whole School Health Programme		-	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$50	\$250 (It is used for improving school equipment and environment)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
27	3	1	1	All classrooms and multi-purpose rooms are equipped with air-conditioning, wireless internet and multi-media learning systems.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
STEM Room, Library, Visual Art Room, Music Room, Activity Room, English Room, Campus TV, Remedial Learning Room, Counselling Room and Learning Supporting 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			52	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
94%	98%	27%	17%	28%	25%	47%

Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year				No. of classes	5	4	4	4	5	5	27
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	4	5	4	4	4	5	26
Mode of teaching at different levels		Small class teaching and mixed ability grouping are implemented. Provides enhancement classes for students with high learning ability and remedial teaching programmes for students with lower learning ability so as to cater for individual differences.									
Remarks		For one class in each level (P.1-P.3), Putonghua is used as the medium of instruction in Chinese subject. Period for adaptation for P.1 students in the first term. Dual class teacher system is implemented in P.1-P.2									

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	Assessment for learning is implemented and the formative and summative assessments are used in various subjects. Students' learning performance is evaluated through project learning, reading performance, routine Chinese and English dictation and students' learning 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	P1-3 are streamed by average abilities; P4-6 are streamed according to the academic results.				

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:15 AM	3:30 PM	12:45 PM - 1:40 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Promote healthy life education and foster students' positive attitudes and values through regular curriculum and extra-curriculum activities. The Lunch Supervision Team is set up to monitor the nutrition and hygiene of the food provided by the designated lunch supplier.		Reading Time is arranged every day; Silent Time is scheduled for students to take a break for a while between lesson 7-8 in the afternoon. 'Arts Fair' and 'Talent Show on Stage' are held during the recess on Tuesdays and Thursdays respectively.		

Life-wide Learning

Multi-intelligence courses are provided for all students. In addition, a wide range of extra curricular activities are organized such as Boy Scouts, Girl Guides, Ball Teams, Choir, Erhu Class, Karate, Gymnastics, Drama, the Mathematical Olympiad Course, Cambridge English, Robotic Class, STEAM Class, Rope Skipping, etc. Through these activities, students can extend their potential according to their own interests and strengths.

School Mission

Respect and implement the right to education for children. Fulfill the spirit of humanistic education. School, parents and community collaborate to create a learning environment where children can flourish and develop their potential to the fullest.
Children can also acquire self-learning ability and adopt positive values to have a foothold in society and open their eyes to the world.

School Characteristics

School Management

School Management Organisation:

Under the leadership of the Principal and Vice-Principals, Core School Development Committee is set up. 4 major management domains, 11 Sub-committees are categorized to formulate school policies and carry out school works.

Incorporated Management Committee / School Management Committee / Management Committee:

Established in 2008. The IMC is organized by the school supervisor, 6 managers of School Sponsoring Body, the ex-officio manager (the Principal), 2 parent managers, 2 teacher managers and 2 independent managers.

School Green Policy:

Environmental Protection and sustainable development are our major concerns. Organic farming are implemented. Also, plastic drinking bottles are not sold at the tuck shop. Environmental Protection Ambassadors in each class help conducting related activities.

School's Major Concerns:

- 1. To strengthen self-directed learning, facilitate diversified learning and raise pupils' learning motivation
- 2. To promote values education, nurture good qualities in pupils and practice positive life
- 3. To create school reading atmosphere and raise pupils' reading motivation

Learning and Teaching Plan

Learning & Teaching Strategies:

Implement the "3A Campus" Scheme, focusing on the development of three aspects: Academic (academic enhancement), Attitude (moral and character education) and Arts (art cultivation). Our focuses are on the development of students' self-directed learning and cultivation of students' active learning attitudes. Teachers implement the "brain-based teaching" and the "13 HOT Skills" learning strategies to achieve the three classroom highs (high participation, high display, high feedback). Through a wide variety of activities, values education and positive education is promoted and students can cultivate the artistic accomplishment and enrich students' life-wide learning experiences.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Further enhancing whole-school curriculum planning and developing cross-curricular learning and reading, strengthening values education (including life education, national education and national security education), enriching students' life-wide learning experiences and promoting students' whole-person development and to nurture their lifelong and self-directed learning capabilities. Knowledge, generic skills, and values and attitudes permeate through various levels of learning, ensuring the vertical continuity and lateral coherence of the curriculum.

Development of Generic Skills:

Generic skills and Information Literacy are enhanced through classroom learning and diversified activities.

Cultivation of Proper Values, Attitudes and Behaviours:

Promote values education curriculum, within and beyond the classroom, in order to cultivate students' positive values and attitudes.
To create positive atmosphere on the school campus and cultivate students' law-abidingness and positive values through various teacher training, parents' talk and school-based student guidance and discipline activities.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1. Implement 'Co-operative learning', 'Brain-Based Learning', '13 Hot Skills' and 'e-learning' to cater for diversity in student learning.
- 2. Provide top-notch training courses for gifted and talented students.
- 3. Various top-notch programmes or training, such as Cambridge English, Olympiad Maths, Robotics programme, English Ambassadors, Chinese Cultural Ambassadors and School journalism team.
- 4. Small group teaching and tutorial classes after school are implemented.
- 5. Arrange appropriate transition measures for P6 students to help them adapt positively to secondary school life.

Whole School Approach to Integrated Education:

The Student Support Team holds regular meetings to assist students with special education needs. Specific measures will be provided for supporting them.

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; 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:

Different courses are adapted to cater for diverse abilities. For gifted and talented students, the school organises top-notch training. For below-average students, learning support assistance, adjustment to homework assignments and examinations are provided.

Home-School Co-operation and School Ethos

Home-School Co-operation:

- 1. PTA and Parent Volunteers' Support Team is set up in order to develop home-school collaboration.
- 2. Talks, workshops and activities are organised for parents, for example, Storytelling PaMa and Arts Volunteers.
- 3. Regular communication between teachers and parents through phone calls, Parents' Day and Parent volunteers' work .

School Ethos:

The school values a holistic development in students. Through participation in multi-intellectual sports and arts activities, students can develop confident, proactive character and courage to face challenges. The scheme of school prefects, uniform groups and leadership training enhance students to be strong and responsible. Moreover, through award schemes and a wide variety of activities, our school promote the values education actively so as to foster students' development of positive values, attitudes and behaviours.

Future Development

School Development Plan:

- 1. Further enhance whole-school curriculum planning and cross-curricular learning and reading;
- 2. To develop students' lifelong learning capabilities through enhancing Self-Directed Learning (SDL) skills and optimizing e-Learning;
- 3. Promote Values Education: Students are encouraged to maintain positive attitudes and values through curriculum and life-wide learning activities;
- 4. Develop STEAM Education: An integrative science and mathematics knowledge-based cross-curriculum with computational and design thinking skills is designed to cultivate students' creative problem-solving skills;
- 5. Deepen students' understanding of the development of the nation. Strengthen students' national awareness and sense of belonging to the nation.

Teacher Professional Training & Development:

Through the collaboration programme held by the EDB and universities, teachers are working to improve innovative teaching strategies, values education, life education and STEAM education.

Others

Our students have achieved excellent results in various inter-school competitions:
Yuen Long Inter-Primary Schools Volleyball Competition: Champion (Girls), 2nd runner-up (Boys)
The 76th Hong Kong Schools Speech Festival Awards: Choral-3 Champions, Solo-1st runner-up (3), 2nd runner-up (2) and merits (57)
Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad Preliminary Round 2024 (Hong Kong Region): 1st Prize (4), 2nd Prize (9), 3rd Prize (17)
The Hong Kong School Elite Competition 2024: Gold medal (3), Silver medal (6), Bronze medal (1)



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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Tai Yiu Wah Robert BBS MH JP	Ms. Li Tak Choi	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
Yuen Long Merchants Association	Honesty, Modesty, Courtesy, Trust	1946	Chinese	-	About 4000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-					
			Yes		Yes
4Rs Mental Health Charter	-	Whole School Health Programme		-	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$20	Moral education, technology education and e-learning curriculum development project	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	3	1	1	Multi-purpose room, Art Gallery, School hall, Library, Space Science Learning room, STREAM room, MAPS Garden
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Computer room, General Studies room, Music room, Visual Arts room, English Activity room, Chinese Calligraphy room, Art Therapy room, Student Activity room				Ramp, Accessible lift, Accessible toilet and Tactile guide path plan.

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

Number of teaching posts in the approved establishment			46	Total number of teachers in the school		60
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
93%	98%	27%	61%	20%	16%	64%

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	Self-directed learning, Activity-based learning, e-learning (P.4-P.6) P.3-P.6 classes are streamed according to students' learning performance (Elite teaching and Remedial 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	Adopt a diversified assessment approach, such as teacher observations, student self-assessments, peer evaluations, parental assessments, formative assessments, examinations, and projects. In addition, students' speaking abilities in Chinese, English, and Putonghua are assessed during regular coursework and examinations, providing feedback for teachers, students and 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	Students' academic results, gender ratio and conduct are taken into consideration.						

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	Please see Remarks	1:05 PM - 2:05 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	School-based counselling activities, Environmental Protection Day, Joyful Fruit Month, Dynamic Morning Workout		School ends at 3:00p.m. (P.1-P.2) / 3:10p.m. (P.3-P.6)		

Life-wide Learning

Provides various extracurricular activities, including Choir, Handbell Team, Sign Language Song Team, Dancing Team, Chinese Calligraphy, Olympiad Math Training, English Drama, Speech Festival Training, Athletic Team, Swimming Team, various ball sports training and STEM school teams, etc., which help broaden students' experiences and exchanges in different learning fields.

Additionally, we enrich students' learning experiences through different exchange programmes, English Day, Chinese Cultural Week, STREAM Day and more.

School Mission

We provide our students with a supportive and friendly learning environment to encourage them to learn to become a responsible citizen.

Through participation, engagement, learning, and experiencing life in activities, students increase their confidence, understand the community and put our school motto, 'Honesty, Modesty, Courtesy, Trust', into practice.

School Characteristics

School Management
School Management Organisation: Teaching and Learning: Curriculum Development, Teaching Affairs, IT Education School Administration & Organisation: School Affairs, Student Affairs, Administrative Affairs, General Affairs School Ethos and Student Support: Learning Support, Student Guidance and Discipline, Value Education Student Performance: Extra-curricular Activities, Sports Activities, Arts Education
Incorporated Management Committee / School Management Committee / Management Committee: The Incorporated Management Committee consists of the school supervisor and committee members listed in the Chinese version of the School Profile.
School Green Policy: Establish the Campus Little Gardener Program and the MAPS Garden, planting green plants around the school and encouraging students to care for them. Hold Environmental Education Day to promote and educate students on protecting their surrounding environment. Regularly organise eco-friendly activities, such as uniform/old clothing recycling and waste recycling/reuse activities.
School's Major Concerns: 1. Deepen self-directed learning to stimulate students' creative thinking 2. Enrich students' comprehensive learning experiences to broaden their horizons and unleash their full potential 3. Promote positive education to cultivate students' future civic literacy
Learning and Teaching Plan
Learning & Teaching Strategies: Student-centred learning is adopted. Students are encouraged to read, which promotes student autonomy in learning. Through self-directed learning, initiatives such as pre-lesson preparation, collaborative learning and post-class reflection are implemented. Each subject area employs various self-directed learning (thinking strategies) frameworks to help students establish clear learning goals, enhance problem-solving skills, and systematically grasp new knowledge. Values education learning activities are integrated across different subjects, providing students with a comprehensive learning experience, strengthening connections among peers, and promoting holistic development. To broaden students' learning opportunities and equip them with the skills and competencies needed for the 21st century, cross-curricular STREAM education and project-based learning, which provide students with diverse learning experiences, are implemented.
Development of Major Renewed Emphases of the Primary Education Curriculum: Strengthening values education (including life education and national and security education); utilising school hours effectively to create space for balanced physical and mental development; enriching comprehensive learning experiences to promote holistic development; enhancing care for student diversity; reinforcing STEAM education and cultivating students' media and information literacy; strengthening cross-curricular learning and reading to develop lifelong learning abilities; enhancing assessment literacy to promote the effectiveness of teaching and learning.
Development of Generic Skills: To cultivate student's generic skills, an array of activities is arranged. Examples include project-based learning, STREAM Day, Chinese Cultural Week, Putonghua Week, English Fair, etc.
Cultivation of Proper Values, Attitudes and Behaviours: Through class meetings and life education lessons, students are cultivated to understand themselves and develop a positive outlook on life. Talks and drama performances are arranged during morning assemblies and weekly meetings to promote moral education and life education messages. Through learning experiences such as charity activities and care initiatives, students practice positive values and attitudes in real-life situations. Flag-raising ceremonies and 'Talks under the National Flag' share knowledge and information about recent developments in our country, Chinese culture, Chinese history, and the meaning and significance of the national anthem, flag and emblem.
Student Support
Whole School Approach to Catering for Learner Diversity: Learner diversity is catered through elite teaching and remedial teaching. P.3-P.6: Classes are streamed according to students' learning abilities to optimize classroom instruction. P.1-P.2: Homework tutoring and after-school learning support groups are offered to assist students with learning difficulties.
Whole School Approach to Integrated Education: To support students with special educational needs, our school's student support team provides diverse resources including on-site educational psychologists and speech therapists support, student support groups, homework tutoring groups, social skills training groups. Adjustments for exams and dictations are also available.
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.. Chinese teaching materials designed by the Education Bureau are employed to support non-Chinese speaking students in enhancing their Chinese language skills.
Curriculum Tailoring and Adaptation: Teachers adjust the curriculum based on students' abilities. During the teaching and learning process, appropriate teaching strategies are flexibly employed to cater to students with different characteristics. Additionally, policies for adjusting homework, dictations and assessments are implemented for students with learning needs.
Home-School Co-operation and School Ethos
Home-School Co-operation: Our school has established a Parent-Teacher Association and a Parent Volunteer Team to assist in organising large events and community visits. Various activities are held to promote home-school collaboration, such as parent-teacher meetings, talks and parent-child competitions during Sports Days. Regular meetings of the Parent-Teacher Association are convened to facilitate communication. The school and the Parent-Teacher Association jointly offer 30 scholarships to students who demonstrate outstanding performance in service and academics.
School Ethos: We are committed to establishing students' correct values and attitudes, creating a caring and supportive campus. To enhance students' sense of belonging to the school, teachers give small birthday gifts to students, fostering a warm atmosphere at school. All service teams have a promotion system, allowing students to set goals and establish a sense of mission while serving and caring for others. Peer support teams and parent volunteer teams are established, enabling givers to experience the joy of helping others. Adaptation courses for Primary 1 students and Pre-secondary 1 talks are held to provide a sense of security for those facing new environments.
Future Development
School Development Plan: 1. Develop and optimize STREAM education. 2. Establish healthy lifestyles for students by promoting mental health education and increasing students' physical activity.
Teacher Professional Training & Development: 1. Implement professional development for teachers in line with the concerns and development goals of the school. 2. Encourage teachers to enhance teaching effectiveness through collaborative lesson planning, peer observations, and co-teaching. 3. Encourage teachers to participate in both internal and external training to improve their teaching professionalism.
Others
Our students have achieved outstanding results in various areas. For recent notable accomplishments, please refer to the Chinese version of the School Profile.



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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Wong Hin Yeung	Ms. Keung Wing 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					39%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Yuen Long Public Middle School Alumni Association	Diligence, Filial Piety, Friendliness, Honesty	1989	Chinese	School Bus; Nanny van	About 5000 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
Yuen Long Public Middle School Alumni Association Tang Siu Tong 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
-	-	\$30	\$470	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	The whole school is air-conditioned. All classrooms are equipped with electronic whiteboards, fibre optics and Wifi networks.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
11 special rooms: Art Room, Music Room, STEM Room, English Room, Theatre, General Studies Room, IT Room, PE Room, Medical Room, two student guidance and counselling rooms.				-

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%	100%	20%	82%	14%	32%	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	Co-operative Learning whole school approach.							
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	A wide range of formative and summative assessments (such as projects, tasks, book reports, presentations and unit tests) are used to assess students' learning performance.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	Either Putonghua or Cantonese is used as the medium of instruction in Chinese lessons in classes of mixed ability at P.1 - P.4 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	9	35 mins	8:00 AM	3:05 PM	12:55 PM - 2:05 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Our school aims at maintaining a healthy school campus. A policy of a healthy school has established to reinforce students' healthy living habits.		There is morning reading time and morning exercise before lessons begin. Different relaxing activities are scheduled at recess and lunch break.		

Life-wide Learning

There are more than forty activity clubs in our school such as music, art, PE, drama, dancing, solo-verse speaking and choral speaking, STEM coding, etc to help students construct new knowledge. In order to foster students' development of arts and culture, our school offers opportunities for students to learn wind and string instruments from P1. Through these activities, students can extend their potential according to their own interests and strengths which in turn can achieve our goal— "One Child, One Skill".

School Mission

To nurture our students to serve the community by enhancing our school motto and to extend students' potential to the full by providing good quality education with a balance of development of the five values: moral and civic, intellectual, social skills, physical and aesthetic education.

School Characteristics

School Management

School Management Organisation:
The Incorporated Management Committee (IMC) is established, composing of representatives from different parties (including parents, teachers and the community) so that transparency and accountability are increased. The committee works closely together with the school, to provide appropriate recommendation in leading and supporting school development.

Incorporated Management Committee / School Management Committee / Management Committee:
Our objectives are to provide quality education for students, to cultivate a balanced development in students with the five values (moral and civic, intellectual, social skills, physical and aesthetic education). To carry forward the spirit of the motto, students' talents are developed and the life goal in serving others is reinforced.

School Green Policy:
Environmental Protection Ambassadors were recruited annually for promoting organic farming and environmental protection activities. To raise awareness of environmental protection, students are encouraged to take part in 'Green and Conservation activities'. We participated in Green 2.0 campaign(Solar Harvest),to help our students to protect our environment in daily lives. The school-based curriculum 'Carbon Neutral' was established to promote the reduction in carbon dioxide emission.

School's Major Concerns:
1. To promote diversified learning to increase students' capabilities of learning which help respond to new challenges in the future.
2. To adopt a healthy lifestyle and foster students' whole-person development through continuous cultivation of positive education.

Learning and Teaching Plan

Learning & Teaching Strategies:
Language proficiency is emphasized in our teaching focus. Integrated modes of learning are used to enhance the four language skills. Inquiry-based learning is practised in Mathematics and General Studies in order to build students' logical thinking. Multiple intelligences are highlighted in the regular curriculum, including life-wide learning and cross-curricular programs. Overseas study tours are arranged so as to enrich students' other learning experiences.

Development of Major Renewed Emphases of the Primary Education Curriculum:
The school is concerned about students' ability and interest in learning. To further develop students in the aspects of knowledge, skills, values and attitudes, we integrate the seven learning goals of primary education and equip students to be all-rounded by including the importance of nurturing a sense of belonging to our country, the Chinese culture, values education, active learning, STEAM education, reading and information literacy, a healthy lifestyle and balanced physical and mental development in our curriculum.

Development of Generic Skills:
Through various teaching and learning strategies, our school provides students with appropriate training in generic skills. The practice of cooperative learning not only provides opportunities to train their communicating skills, but also fosters students to apply the generic skills and techniques they master in other key learning areas, which promotes self-directed and lifelong learning.

Cultivation of Proper Values, Attitudes and Behaviours:
Positive values and attitudes are cultivated in different subjects and activities, especially through the participation in assemblies and school-based personal growth lessons. As stated in our major concerns, Students are nurtured to be persevere and self-disciplined. They are able to love themselves and others as well.

Student Support

Whole School Approach to Catering for Learner Diversity:
To cater to the diversity of students' learning, our school employs diverse learning strategies and activities, along with a school-based curriculum. Additionally, we provide continuous learning support to students, such as learning support programmes, remedial classes and after-school academic support programmes, to address learner diversity and motivate students' engagement with learning.

Whole School Approach to Integrated Education:
Our school is committed to developing an inclusive culture through a whole-school approach to support students with special educational needs. Resources are allocated and external programmes are integrated to provide appropriate and diverse support for these students, such as the School-based Speech Therapy Service and the School-based Educational Psychology Service, in order to enhance their learning and adjustment to school life.

Curriculum Tailoring and Adaptation:
To cater for student diversity, school-based programmes and special arrangements for learning tasks and assessments are implemented according to the specific needs of different students. The school also provides pull-out programmes for gifted or underperforming students. Additionally, our school creates opportunities to enrich students' learning experiences by implementing afternoon integrated programmes. This approach not only fosters students' whole person development but also strikes a balance between their mental and academic growth.

Home-School Co-operation and School Ethos

Home-School Co-operation:
Our school values home-school cooperation. Parents are regarded as significant partners in school development. A number of activities are organized by the PTA throughout the academic year. We encourage parents to participate in school activities to give the best support to their children through collaboration and joint efforts.

School Ethos:
Our school aims at helping students to build up good character. A school-based counselling scheme is implemented to develop students' self-management capabilities and equip them to become good citizens to serve the community.

Future Development

School Development Plan:
Through promoting the four key tasks, seven learning goals, twelve priority values and attitudes, and nine generic skills introduced in the education reform with the goal to cater for learner diversity, and collaborating with the EDB, universities and various organizations, our school designs appropriate school-based curriculum to optimize lessons and enhance the professionalism of our teachers. Through small class teaching, using Putonghua as the medium of instruction in Chinese lessons and e-Learning, our school implements co-operative learning and classroom management strategies to enhance the effectiveness of learning and teaching. By recruiting one more NET, organizing various activities to create an authentic environment, conducting study tours and participating in external competitions, our school enhances students' English competency.

Teacher Professional Training & Development:
Our teachers are encouraged to pursue continuing professional development by joining various seminars and courses to build a learning organization. We continually refine our teaching strategies in order to enhance students' learning.

Others

Our school has well equipped with e-Learning facilities for years.
1. Hardware: All classrooms have equipped with interactive touchable monitors, optic fiber and WiFi networks.
2. Software: Learning and Management System, Moodle is set up and co-operated with interactive software to enhance students' self-directed learning.
3. Classroom management: Student-centered and flipped classroom pedagogies are facilitated with BYOD classes in higher classes.
4. Establishment of STEM Room for different Extra Curricular Activities.



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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Dr. Lee Ka Cheung	Mr. Suen Wai Man	Established	Aided Whole Day	Co-ed	Buddhism
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Hong Kong Buddhist Association	Realizing equilibrium; Sensing compassion	1989	Chinese	Nanny van	About 5400 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
-			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Pledged School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$40	\$300	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
27	2	1	1	Fun 'n' Roll Square, IntelliGarden etc.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
16 (STEM Room, English Reading Room, Meditation Space, 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			52	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%	97%	55%	59%	19%	14%	67%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	4	4	6	5	4	4	27
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	4	4	4	6	5	4	27
Mode of teaching at different levels	To develop students' talents through the school-based gifted programmes.							
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	Formative assessment, examinations, project learning, classroom observation, e-learning, 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	P.1 - P.2 mixed-ability classes. P.3 - P.6 according to annual academic results.				

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:00 AM	3:20 PM	12:35 PM - 1:35 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Promotion of a balanced diet, participation in healthy eating promotional projects, such as 'EatSmart@school.hk' campaign, and 'Straighten Up Campus Campaign' organized by Children Chiropractic Foundation. Also, the school holds Joyful Fruit Day, Vegetarian Day regularly.		1. 6-day cycle, with Straighten Up Exercise, life-wide learning periods and cross-curricular activities. 2. Promoting multiple intelligence activities to establish our students' potential for whole-person development. 3. Implementing "Individual Responsibility Scheme" to give each child a sense of contribution to the class.		

Life-wide Learning

Badminton, Table Tennis, Basketball, Volleyball, Tennis, Athletics, Gymnastics, Taekwondo, Drumming, Chinese Dancing, Western Dance, Choir, Drama, Computer Club, Chess Club, Visual Arts Club, Cambridge English Course, Gardening, Mathematical Olympiad, Astronomy Club, Robotics Club, Red Cross, Road Safety Patrol, Boy Scouts, Girl Guides, Flag-raising Squad, Community Services Group, Service Club, Junior Police Call, Community Youth Club, Buddhist Youth Club, etc.

School Mission

The school is committed to providing an excellent and positive learning environment where students can learn in an enjoyable atmosphere and to catering for students' needs through a variety of programmes and activities.

School Characteristics

School Management
School Management Organisation: Buddhist Association School Managing Authority, School Managerial Board, School Development Board, School Improvement Board, Multi-functional School Administration Team.
Incorporated Management Committee / School Management Committee / Management Committee: Established in November 2008.
School Green Policy: Green School Project, Plastic Resources Education: 3Rs & 3Cs, Environmental Ambassadors, Recycling Scheme, Earth Day, Energy Saving Policy, BEAM Plus Scheme, Solar Harvest Scheme etc.
School's Major Concerns: 1. Reading Cultivates Wisdom 2. Achievements Build Successful Futures
Learning and Teaching Plan
Learning & Teaching Strategies: By running a 6-day cycle with Smart Learning Day, Dream Big Day, Star Shining Day and Joyful Day, sufficient opportunities are provided for students to have whole person development. Other extra-curricular activities are organized according to students' interests and to develop their potential. Through various cross-curricular activities, students' language abilities will also be enhanced.
Development of Major Renewed Emphases of the Primary Education Curriculum: To enhance understanding of Chinese culture, promote life planning and strengthen STEAM education are the major emphases. In terms of curriculum, the school has added elements of Chinese culture and hold Chinese cultural activities to cultivate students' national identity, commitment and integrity regularly. The school makes good use of the afternoon session to cultivate students' self-understanding, personal planning, goal setting and reflection skills, as well as opportunities and choices for further education and career development, so as to implement life planning education. Moreover, more innovation and technology learning elements are added to the curriculum to cultivate students' interest in science and technology. The school works closely with the external gifted education groups to provide systematic training for gifted students.
Development of Generic Skills: To develop students' generic skills, classroom learning activities, project learning and pull-out gifted programmes are incorporated.
Cultivation of Proper Values, Attitudes and Behaviours: To promote positive education in order to create a joyful learning atmosphere to help students build a flourishing life through enriching their opportunities of participating in variety of activities, like, Character Star of the Month, Super Kid Scheme, Life Game and Workplace Experience, Pupil Ambassador Scheme on Positive Living, Parent-Child Relationship Training Camp, etc.
Student Support
Whole School Approach to Catering for Learner Diversity: 1. Students take part in various gifted education programmes. 2. Remedial classes. 3. Whole School Approach is adopted to cater for students with special needs.
Whole School Approach to Integrated Education: Our school adopts the "Whole School Approach" and the "3-Tier Intervention Model" to cater for students' learning and developing an inclusive culture featured by harmony and care. Teachers also design diverse teaching activities to cater to different learning needs, arrange homework and dictation accommodations, exam adjustments and group training for students with special education needs. Student Support Team members also develop Individual Education Plans for individual 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; and organising activities to create an inclusive learning environment in the school.
Curriculum Tailoring and Adaptation: Differentiated in-class assignments, varied extra programmes catering for learner diversity.
Home-School Co-operation and School Ethos
Home-School Co-operation: Our school organizes different kinds of activities for parents, regular meetings, seminars and activities promoting family relationships through PTA.
School Ethos: 1. Discipline committee and counselling team work collaboratively to provide a caring environment for students. 2. Our school runs competitions for politeness, classroom cleanliness and good behaviour. 3. Our school encourages students to serve the community, such as visiting the elderly, cleaning campaign in local area and raising money for charity. 4. Implementing the Buddy Scheme to help new P.1 and P.2 students to adapt primary school life. 5. Through Just Feel Compassionate School Programme, assist students in self-care and enhance resilience.
Future Development
School Development Plan: 1. Reading Cultivates Wisdom. 2. Achievements Build Successful Futures. 3. Promote innovation, technology education and artificial intelligence to move towards a new era of education.
Teacher Professional Training & Development: Arrange teachers to attend courses and seminars organized by EDB and Buddhist Association.
Others
1. A variety of scholarships is provided for outstanding achievements in academics, conduct and extra-curricular activities. 2. Cultural exchange activities in China, Singapore, Taiwan, Japan and South Korea, community functions and visits to other schools enable our students to broaden their knowledge outside the school. 3. Awarded "Caring School" Awards for 6 consecutive years. 4. Awarded "Green School" Awards for 5 consecutive years. 5. Awarded "Hong Kong Awards for Environmental Excellence" Awards for 4 consecutive years. 6. "Heart to Heart School" as named by HKFYG. 7. Awarded "Quality Assessment Management Accreditation Scheme" by HKEAA. 8. Awarded "Award for Commendable Overall Performance" etc organized by Hong Kong School Drama Festival for 2 consecutive years. 9. Food For Good Jockey Club Green Living Education Programme for 5 years.



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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Leung Yuen Yiu	Mr. Tsui Kin Sum	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	To study the truth until we attain perfection	1906	Chinese	Nanny van	About 3000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
-			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Pledged School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$20	\$300	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
12	2	1	1	A school general office, a principal's office, a teacher's room, and a conference room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
A music room, an activity room, two group teaching rooms, a STEAM room, a visual arts room, and a social worker's room.				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		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
100%	100%	42%	67%	13%	37%	50%

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		Co-operative Learning and Class Management are adopted. Small group teaching in Chinese, English and Maths is carried out. Better care is provided through using appropriate teaching methods and lower teacher-student ratio.								
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. The first exam of P1 is cancelled, and will be replaced by formative assessments. Chinese, English, Mathematics and General Studies will all be assessed progressively through formative assessments. 2. In addition to three exams a year for P.2-P.6, formative assessments will be conducted in some subjects. 3. There are also diversified assessments such as group discussions and peer 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	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	9	35 mins	8:05 AM	3:15 PM	12:35 PM - 1:35 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	To enhance students' physical fitness, there are morning running sessions and sports activities at recess. We also promote values education and emphasize character development. 'Everyone has a Job' programme plays an important role in students' life as it helps students understand the importance of serving others. To enhance spiritual growth, evangelistic meetings with the church are held.		There are interest groups on Wednesdays, extra-curricular activities on Fridays and Saturdays; and gifted classes and homework tutoring sessions after school.		

Life-wide Learning

There are diversified extra-curricular activities. There are Musical Training Class, Visual Arts Class, English Chef Class, Taekwondo Class, Campus Health Dance Class, Cambridge English Class, Rope Skipping Class, Paper Clay Art Class, Latin Dance Class, Handbell Team, Luminous Dragon Dance and Chinese Bass Drum Class, Lion Dance Class, Choir, Brownies Guide, Percussion Group, Hip Hop Dance Class and so on. In addition, there is a school picnic, P.5 Gospel Camp and study tours outside HKSAR arranged every year.

School Mission

To implement a loving education through indoctrinating Jesus Christ's morals. To achieve whole-person education through a student-oriented approach. To establish mutual acceptance, to appreciate one another, with a constructive and competitive school culture, to nurture students with knowledge, to enable them to think independently, to be brave enough to take up responsibility, and serve the community to be good civic servants.

School Characteristics

School Management

School Management Organisation:

The school has set up the Incorporated Management Committee which is responsible for leading the school development. There are four administrative groups under it, namely 'Management and Organisation', 'Learning and Teaching', 'Student Support and School Ethos' and 'External Relations' which are charged by the Supervisor and the Principal to carry out the school development plan and to execute the tasks.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee was established in 2007. There are 7 School Sponsoring Body Managers, 1 Alternate Sponsoring Body Manager, 1 Ex-officio Manager (the Principal), 1 Teacher Manager, 1 Alternate Teacher Manager, 1 Parent Manager, 1 Alternate Parent Manager, 1 Alumni Manager, and 1 Independent Manager in the Committee.

School Green Policy:

- 1. To strengthen students' awareness of the importance of environmental protection to help students establish a green lifestyle with practical activities.
- 2. To promote the importance of waste reduction for cultivating students' habit of environmental protection.

School's Major Concerns:

- 1. To further develop self-directed learning to inspire students' learning potentials.
- 2. To develop a caring school to nurture students' positive values.

Learning and Teaching Plan

Learning & Teaching Strategies:

Our school implements cooperative learning. We promote students' class participation and collaboration through cooperative learning routines and varied learning tasks. In order to promote students' learning motivation, some lessons are conducted with the use of tablets. In addition, all subjects have special features of their own school-based curriculums so as to consolidate students' knowledge, skills and attitudes in different subjects.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. To actively promote 'Reading to Learn' to drive the learning of various subjects through reading different materials and expand the depth of students' knowledge. To develop 'Reading across the Curriculum', strengthen students' flexible use of different learning skills, and broaden students' reading horizons.
- 2. To develop school-based STEAM courses to enhance students' ability to apply knowledge and skills comprehensively.
- 3. To strengthen values education in coordination with humanities subjects to deepen students' humanistic literacy. To integrate diverse learning experiences both inside and outside the classroom to foster students' holistic development.

Development of Generic Skills:

Self-directed learning is promoted actively through setting individual learning goals, selecting learning strategies, evaluating learning performances and outcomes, and altering goals as required. Students are encouraged to plan, monitor and evaluate their learning from time to time so as to develop themselves to be lifelong learners and self-evaluators.

Cultivation of Proper Values, Attitudes and Behaviours:

The school actively promotes values education. Our school promotes Positive Education and cooperates with parents to build up the positive energy of students. Through Life Education Classes, flag-raising ceremony, Morning Assembly sharing sessions, guidance and discipline activities, religious activities, service learning activities and other moral activities, we cultivate students to have a positive sense of citizenship, let students feel the love of Jesus Christ, be proactive, love others, love themselves, and have a positive attitude towards life.

Student Support

Whole School Approach to Catering for Learner Diversity:

According to students' different abilities, multiple intelligence courses, group teaching, peer tutoring programs, after-school homework guidance, after-school support groups, etc. are established to provide appropriate support for students with different abilities.

Whole School Approach to Integrated Education:

We adopt the whole school approach to take care of students who have individual needs. We use the school resources and the extra resources we receive to carry out different measures in order to support students with special educational needs. (e.g. after-school learning group, social intercourse training group, concentration training group, Enhanced School-based Speech Therapy Service, fine motor skills training group, Individual Education Plans, game therapy, 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; 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; 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 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:

We have adaptation in teaching for students who have special needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Our school has a Parent-Teacher Association. The aim is to strengthen the co-operation between parents and school. The PTA holds different activities regularly, e.g. picnics for parents and children, events dedicated to parents during Mothers' Day and Fathers' Day, Workshops for parents, etc.

School Ethos:

Our school actively practises the caring culture, with the integration of guidance and discipline, and cooperates with school-based counselling activities to cultivate the all-round development of students, helping teachers and students to build a good school spirit with love, trust and care. Through the school-based counseling program 'CKPS Smart Kids' Reward Scheme, we cultivate students' self-discipline and systematically guide them in establishing positive values. The program empowers students to develop good habits across diverse domains, face challenges courageously, and overcome difficulties—ultimately helping them become CKPS Smart Kids.

Future Development

School Development Plan:

- 1. To promote 'Reading to Learn' and improve its effectiveness. To promote 'Reading to Learn' by continuously enhancing 'Reading across the Curriculum' to broaden students' reading scope and improve their reading skills and interest.
- 2. To strengthen STEAM Education and cultivate students with the essential competencies for the 21st century, including innovative thinking, problem-solving skills, and scientific literacy.
- 3. To make good use of learning time, provide diverse learning experiences, broaden students' life experiences, expand their horizons, and develop their potential.
- 4. To promote diversified sports and arts activities, establish healthy lifestyles for students, and foster holistic development.
- 5. To continue to promote values education, cultivating students' proper values and attitudes.

Teacher Professional Training & Development:

Have a clear training focus, set up teachers' personal professional development portfolios and develop a Professional Learning Community for Teachers, to carry out systematic professional development policy and training scheme, including teacher professional development day, lesson studies, co-plannings with focused exchange, lesson observations and debriefing activities, teachers' professional development period every Friday etc. To follow the trend of curriculum development, the school participates in the School-based Support Program of the Education Bureau. The school allows teachers to continue to grow in their professional development for improving their teaching quality and developing school-based curriculum that meets the needs of the school.

Others

In order to broaden the horizons of students, the school promotes different exchange programs. For example, for P.4 to P.6 students, the school conducts overseas study trips which allow students to experience the culture of different countries. During the trip, students are also arranged to visit local schools for exchange activities which help students understand the mode of teaching and campus life of other schools, as well as to enrich their learning experience.



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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
JP. Chan Yuen Wah Alexander BBS, JP	Ms. Lai Ka Yan	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
Chung Sing School Limited	Honorable Character and Scholastic Commitment	1934	Chinese	Nanny van	About 6220 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
30	3	1	1	Classrooms are equipped with E-Blackboard and air-conditioning system. There are also InnoLab, flight simulator and AI sports centre on our campus.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Language Room, General Studies Room, Visual Arts Room, Music Room, Computer Room, Language Learning Room, PTA Room, Multi-Purpose Center, Historical Relics Exhibition Room, Medical Room.				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			59	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%	98%	31%	59%	32%	17%	51%

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. Use Putonghua as the medium of instruction for teaching the Chinese Language Subject. 2. Implement Primary Literacy Programmes at Key Stage 1. 3. P.6 Morning tutorial classes. 4. Tutorial classes for P.2 to P.5. 5. Pull-out programmes and small classes are available for those students in need.								
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	Implementing module based formative assessment in Chinese, English and Mathematics with emphasis on peer assessment and daily life experiences.				
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	10	35 mins	8:00 AM	3:30 PM	1:00 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	The school organizes a number of activities, such as morning exercises and health management skills training, to create a safe and healthy learning environment and cultivate healthy living habits.		All students are required to stay at school for lunch. The school focuses on implementing healthy meals and has joint Eating Smart Campaign such as "Joyful Fruit Month". The school also regularly inspects the health quality of the food provided by the tuck shop.		

Life-wide Learning

We provide a wide range of extra-curricular activities to develop students' interests and potentials. These include: Aviation Programme, Drone Team, Public Speaking Team, musical trainings (choirs and orchestra), uniform groups (e.g. Cub scouts and Brownies), sports activities (e.g. ball games, swimming team and judo club), Arts (e.g. Western painting, Chinese painting, dance club, drama activity), Japanese Class, IT Leadership and etc.

School Mission

Upholding the motto "Honorable Character and Scholastic Commitment", we nurture students' moral conduct and academic diligence to bring about exemplary citizens of society.

School Characteristics

School Management

School Management Organisation:

Chung Sing School is managed by Incorporated Management Committee (IMC). School Development and administrative works are implemented by principal and different administrative groups. For more details, please refer to the school website.

Incorporated Management Committee / School Management Committee / Management Committee:

IMC was established in 2007. There are 8 Sponsoring Body Managers, 1 School Principal, 2 Teacher Managers, 2 Parent Mangers, 1 Alumni Manager and 1 Independent Manager.

School Green Policy:

- 1. To arouse pupils' environmental awareness, environmental education is promoting throughout the curriculum and various environmental protection plans and activities.
- 2. Energy-saving, renew facilities, CO2 Capture System, i3 Green Garden and Inno lab are set up in order to promote the idea of sustainable development and Low-Carbon Campus.

School's Major Concerns:

- 1. Advancing school-based moral education curricula so as to foster students' moral values.
- 2. Optimizing curriculum in order to enhance the effectiveness of learning and teaching.

Learning and Teaching Plan

Learning & Teaching Strategies:

We promote Morning and Lunch Reading Scheme, Civic Education, Library lesson, Outing, Cross-subject activities and Leadership Training. There are different themes of Cross-Curricula learning every year.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. Impart national education and foster moral values in students through formal and informal curricula.
- 2. Create opportunities for students to enrich their learning experiences and promote holistic development.
- 3. Continuously implement STEAM education and cross-curricular reading to enhance students' ability to apply knowledge and technology comprehensively.
- 4. Optimize assessment literacy to improve the effectiveness of learning and teaching.

Development of Generic Skills:

Provide systematic training on the development of the generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:

To foster students' positive values and attitudes, a great variety of activities are organized: Chinese Cultural Day, Chinese Traditional Costume Day, National Security Education Day and so on. We encourage students to uphold the positive values and attitudes towards life and put them into practice. Students are well-equipped so that they can encounter different challenges through the provision of relevant learning experiences.

Student Support

Whole School Approach to Catering for Learner Diversity:

Remedial Class, Elite Class such as Maths Class, Creative Writing, Leadership Training, Social Skills Groups, Literacy training, etc.

Whole School Approach to Integrated Education:

Adopt "Learning Support Grant" to help students with special educational needs and "Whole School Approach" is implemented to cater for learning differences, such as providing in-class support, accommodation arrangement, School-based Educational Psychology Service and School-based Speech Therapy Service, etc. It helps to cater for the 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; organising activities to create an inclusive learning environment in the school; and our school uses Putonghua to teach Chinese in all classes / groups at all levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc..

Curriculum Tailoring and Adaptation:

- 1. Support measures for Academically Gifted / Under-privileged Students and Cross Curriculum Learning.
- 2. Graded worksheets are used to assist and facilitate students' learning.
- 3. Dictation and assessment accommodation for supporting SEN students.

Home-School Co-operation and School Ethos

Home-School Co-operation:

PTA and monthly newsletter are established to boost parent-school communication. Parents can channel their views through PTA and school website. Parents could also involve themselves in home-school co-operation activities such as "Reading Parent", parent-child day trip, Chinese New Year Party and Sports Day.

School Ethos:

- 1. A whole school learning support program is developed to support students' learning and growth.
- 2. A series of seminars and workshops for parenting skills and mental health enhancement are held every year.
- 3. There are regular Parents' Day, P.1 Orientation Day and S1 admission seminars for P.5 and P.6.

Future Development

School Development Plan:

- 1. Advancing school-based moral education curricula so as to foster students' moral values.
- 2. Optimizing curriculum in order to enhance the effectiveness of learning and teaching.

Teacher Professional Training & Development:

- 1. Teachers' professional Development Days and workshops for teachers.
- 2. Lesson co-planning and peer lesson observation.
- 3. Participate in teacher professional community.
- 4. Supported by EDB School-based support services.
- 5. Participate in teacher professional community.
- 6. Participate in Sister School Scheme.

Others

- 1. We set up a number of scholarships to affirm students' performance in academic, service, music, sports, visual arts and other aspects.
- 2. Students actively participate in extra-curricula activities and perform well in many academic and international competitions.
- 3. Organize overseas exchange programmes to enrich students' learning experience and broaden their horizons.



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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Dr. So Kwok Sang	Ms. Lam Wing Chiu	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
Christian and Missionary Alliance Church Union Hong Kong Limited	Please refer to the Chinese version.	2002	Chinese	School Bus	About 4000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
			Yes		Yes
4Rs Mental Health Charter	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
-	-	\$200 (6 years)	\$350	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
25	2	1	1	Counseling room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Conference room, Student Activity room, English Wonderland, STEAM room, G.S. room, Visual Art room, Music room, Computer 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			49	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%	37%	60%	15%	35%	50%

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	To teach students in accordance with diverse abilities. To provide enhancement classes of various aspects for students with high learning ability and remedial teaching program for students with lower learning ability so as to cater for the individual differences.								
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)	1		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies					Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders					Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	Diversified assessments are adopted in different subjects. Apart from written form assessments, various form of formative assessments are also used.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	To cater for individual differences, P.4-P.5 students are allocated to different classes according to their abilities. Also, differentiated learning and teaching strategies are adopted for this purpose.				

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	10	30 mins	8:00 AM	3:25 PM	1:00 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. Personal BMI Fitness Plan. 2. "Physical Fitness" Plan. 3. Regular exercising and daily eye massage. 4. "No Junk Food" school policy. 5. Morning running training. 6. Various sports activities during recess (e.g. skipping, exercise bike, basketball, hula hoop, etc.)		Computer room and library are opened to students during lunchtime and after-school sessions.		

Life-wide Learning

School-based long-term training: Chinese Language Seed Project, English Drama, Mathematics Star, Science Pioneers, Tech Master, Orchestra, Handbell Group, Athletics Team, Visual Art Elite, Little Christian Leaders, Putonghua Ambassador, Flag Guards, The Boys' Brigade, etc; Interest Classes: Comprehension Training Group, STEAM Group, Saxophone Group, Taekwondo Team, Chinese Painting Group and Chinese Dance Team, etc.

School Mission

To provide an excellent all-round education for students and instill the love of Jesus in them hence building up a flourishing life.

School Characteristics

School Management

School Management Organisation:

The school management organization is categorized into 14 sub-committees based on 3 major domains ("Management and Organization", "Learning and Teaching" and "Student Support and School Ethos"). All these committees are led and managed by the principal, vice-principal, senior teachers and teachers.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee of Christian & Missionary Alliance Chui Chak Lam Memorial School.

School Green Policy:

- 1. Recycling policy.
- 2. Energy Saving policy.
- 3. Recycle school uniforms, textbooks and learning materials policy.
- 4. Equipped with water saving device.

School's Major Concerns:

- 1. Values Education (22/23-24/25).
- 2. Development across curriculum (22/23-24/25).

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. Adopt differentiation instruction in curriculum and assessment.
- 2. Adopt 13 HOT skills to train students' thinking skills.
- 3. Promote cross-subject project learning.
- 4. Teach learning strategies.
- 5. Promote "Tablet PC" scheme.
- 6. Putonghua is adopted as the medium of instruction for teaching Chinese Language (P.1 to P.3).
- 7. Establish Online Learning Platform to promote extended learning activities.

Development of Major Renewed Emphases of the Primary Education Curriculum:

School Curriculum Development Department has been implementing different plans in various aspects strategically, which include values education, STEAM education, information technology education, promoting reading across curriculum, project learning (P.3 & P.6), Chinese culture learning, high order thinking skills, catering for learner diversity and enriching learning experiences through life-wide learning approach, etc. All these measures help to enhance students' learning motives and creative thinking capabilities, facilitate their whole-person development, strengthen their self-learning ability and allow them to explore their potentials.

Development of Generic Skills:

Enhance students' communication skills, collaboration skills and creativity through project learning, coding curriculum, operation activities, problem-solving activities and inter-class activities.

Cultivation of Proper Values, Attitudes and Behaviours:

Adopt Whole School Approach to cultivate students' positive values and attitudes so that they can learn to be humble and Christ-like.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1. Provided various enhancement classes to unleash students' potential.
- 2. Set up Student Supporting Team in order to support students with various learning needs.

Whole School Approach to Integrated Education:

- 1. Adopt Whole School Approach to implement Integrated Education.
- 2. Student Support Team is provided.
- 3. School-based Educational Psychology Service.
- 4. Enhanced School-based Speech Therapy Service.

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. To enhance NCS students' learning ability and interest of Chinese language, we are planning to introduce school-based Chinese and Chinese culture learning activities provided by experienced tutors.

Curriculum Tailoring and Adaptation:

- 1. Curriculum adaptation in every subject.
- 2. Implementation of homework and assessment modulation.

Home-School Co-operation and School Ethos

Home-School Co-operation:

- 1. Foster co-operation and communication between parents and teachers through the establishment of a PTA.
- 2. Organise educational and social activities.
- 3. Launch "CCL Academy for Positive Parenting" mobile application to encourage parental engagement in parent-child and parent education activities through a school-based reward scheme.

School Ethos:

To cultivate the cultures of love, care and mutual respect, which allow students to learn and grow in the love of Christ, so that students could learn to be Christ-like, engage in learning, strive to excel themselves and adapt to the changes.

Future Development

School Development Plan:

- 1. Cultivate a positive and encouraging Christian education culture rooted in the twelve core values.
- 2. Continuously enhance learning and teaching quality to cultivate students as technologically proficient, innovative and proactive learners through interdisciplinary learning.

Teacher Professional Training & Development:

- 1. Promote annual theme-based teachers' development activities.
- 2. Organise and promote Teacher Learning Circles.

Others

Exchange Programmes:

- 1. Mainland Study Tour
- 2. Summer English Study Tour (Australia/England)
- 3. Summer Music Vienna Study Tour/Singapore Study Tour



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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Leung Yat Man	Ms. Leung Yuk Wah	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					65%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
HK & Macau Lutheran Church Ltd	With love and faith, we can build up ourselves and others	1983	Chinese	Nanny van	About 4528 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	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
12	2	1	1	Grassland, garden, Running Track.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Small group teaching room, Visual Art Room, Music Room, e-Learning Room, 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			26	Total number of teachers in the school		29
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%	96%	27%	92%	4%	19%	77%

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		P.1 - P.6 small class teaching approach, remedial classes for Chinese, English and Maths.								
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	We carry out a wide variety of formative assessments to cater for learning diversity: e.g. diversified dictations, cross-subject projects, school-based reading assignments, school-based assignments, 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	Students study in the same mixed-ability class from primary one to six. Gifted Education, Diversified teaching and learning strategies, small group and individual learning are used to cater for 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	9	35 mins	8:20 AM	3:30 PM	12:35 PM - 1:25 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and the recess time 13:15-13:25 is included.	We organize physical health activities, class exercise time, newly emerged sports, sports promotion scheme, healthy eating and nutrition education. We also join the Greening School Subsidy Scheme, Waste Separation and Recycling Scheme. The school attained the Outstanding Happy Green School Award, SportAct Award and Eat Smart School Accreditation.		P.1 - P.6 (Mon-Fri) 8:20am - 3:30pm. Diversified learning session's, Experienced-based learning, Interest groups, various recess activities are carried out.		

Life-wide Learning

We implement diversified life-wide learning activities: e.g. STEM Day, excursion and AR exploring activities, Basketball, Handball, Volleyball, Chinese Dancing, Dodgebee, Fancy Rope Skipping, A Cappella, English World, Little Harp Class, Pastels Class, Chinese Dragon Dance Training, Christian Fellowship, Robot Class, Drone Group Flying Team, Drone Soccer, STEM Coding Class etc. We have achieved excellent results in English Musical, Painting, Speech Festival and different sports events.

School Mission

We provide a high quality education in accordance with our vision, so that students can develop intellectual competency, a sense of appreciation and the skills to continue their self development which will lead to a positive life.

School Characteristics

School Management
School Management Organisation: IMC of WCSY monitors the organisation of the school. The principal leads the executive teachers to co-ordinate different executive groups such as School Administration and Student Affairs team, Teaching and Learning team, School Ethos and Moral Education team, Student Support team, Extra-curricular and Spiritual Education team, Health-school team, Teaching Innovation team, Student Guidance and Discipline team. They are also responsible for the daily operation of the school.
Incorporated Management Committee / School Management Committee / Management Committee: The IMC of HKMLC Wong Chan Sook Ying Memorial School.
School Green Policy: Environmental Protection Talks, Project learning, Greening School Subsidy Scheme, Waste Separation and Recycling Scheme, Little Farmer Scheme etc.
School's Major Concerns: Develop the potential of each student to enhance students' learning and thinking skills. Cultivate student's learning initiative, decent manner and positive value of life which leads to the whole-person development.
Learning and Teaching Plan
Learning & Teaching Strategies: 1. We implement diversified teaching strategies to stimulate teacher-student interaction, peer interaction, develop students' analytical skills and logical thinking to deepen their learning: e.g. e-Learning, cooperative learning and questioning skills. 2. We use a wide variety of learning strategies, visual organizers and thinking frameworks. 3. We carry out gifted education and incorporate high order thinking strategies to help students reflect from different perspectives and to develop their high-order thinking skills. 4. We organize diversified learning activities flexibly to build up students' learning ability and extend their learning experience: e.g. experienced-based learning, field trips and non-local learning activities. 5. We carry out STEAM Education and technology learning. 6. We carry out reading schemes, varied reading activities to raise students' reading interests and reading repertoire.
Development of Major Renewed Emphases of the Primary Education Curriculum: 1. Integrate moral education, extra-curricular activities, sports training, student guidance and discipline in overall values education plan. 2. Learning activities about National and national security education are well-planned by the core group. 3. Diversified activities are carried out in the following periods: "Reading & Learning Time", "Whole-person Growth Camp", "Fun Moral Education", "Body, Minds & Spirits Time" to enhance students' multiple intelligences, Physical and spiritual development. 4. Students learn flexibly through extensive theme-based learning activities, like career planning, STEM, adventure training etc. 5. Field trips, leadership training, service learning and talent classes are held. 6. Gifted Education and the whole school approach of integrated education are carried out to cater for learning diversity. 7. Programming lessons, e-learning, STEAM activities including Robots and Drones (UVAs) are implemented. 8. Promote reading by Reading Week, Reading Clubs and e-Reading.
Development of Generic Skills: To raise students' learning ability by using multi-teaching methods: Big Book Approach, Reading and Writing strategies, Read to Write learning strategies in Chinese and English (Raising reading and writing skills). Project learning approach (Developing problem solving skills and analytical skills), Cooperative Learning strategies (Raising communication skills and cooperative skills). Life-wide learning (Enriching students' learning experience), School-based computer curriculum (Developing information technology skills) and STEAM activities are carried out.
Cultivation of Proper Values, Attitudes and Behaviours: We organize the following activities based on positive education approach: systematic class cultivation programmes, reward programs, personal growth lessons, moral education activities etc. We cooperate with educational institutes to develop school-based curriculum in cultivating students' virtues and exploring their talents.
Student Support
Whole School Approach to Catering for Learner Diversity: The Student Support Team is responsible for the plan of student support. We use the whole-school approach to empower learner diversity. We provide students with appropriate and diversified support services to enhance the effectiveness of students' learning and assist them in integrating into school life. The measures in supporting students with SEN include: individual education plans, remedial learning groups, school-based speech therapy service, homework, dictation and assessment accommodation, the "Peer Reading" programme and small group training on social skills, etc.
Whole School Approach to Integrated Education: 1. Our SENCO is responsible for planning and implementing different plans for learning support. 2. All staff acknowledge the responsibility of establishing an inclusive environment and inclusive practices like differentiated teaching and assessment accommodation, peer support and teacher collaboration to cater for the needs of all students. 3. Students' adapting ability in learning, social interaction and emotional development are the key concerns of the school. 4. We arrange parent workshops and meetings with teachers and professionals to enhance Home-School Cooperation. 5. We arrange teachers to attend special education courses and 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; 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. We implement school-based curriculum and gifted education through both whole-class approach and pull out learning to develop students' talent. 2. We cooperate with professional educational institutes to develop school-based curriculum. 3. We provide in-school remedial programmes to cater for learning diversity. 4. We use graded assignments and offer homework, dictation and examination accommodations.
Home-School Co-operation and School Ethos
Home-School Co-operation: 1. Circulars, the school website, e-notices and the parent app are used for Home-School communication. 2. We organize parent volunteer groups to help carry out school activities. 3. Our PTA organizes different activities such as parent talks and workshops, picnics, parent-child interest classes to facilitate good home-school communication. 4. Timely phone calls keep good communication with parents.
School Ethos: We have good school ethos and good teacher-student relationships. Our students are polite, kind and have harmonious relationships among themselves. Students are keen on doing volunteer work. We have great parent support and cooperation to build up the atmosphere with love, trust, and respect to develop students' virtues. We have received Yan Chai Hospital Moral and Civic Education Award, the "Caring School Award" and the "Social Engagement Award" of the "Hi-Five Student Engagement Scheme".
Future Development
School Development Plan: 1. To raise the effectiveness of teaching and learning by further developing different teaching and learning strategies. (Focus on Cross-subject Reading and e-Learning). 2. To cultivate student's positive mindset and value and develop their physical and mental health.
Teacher Professional Training & Development: 1. We join different professional projects and learning groups organized by EDB and educational institutes to facilitate teachers' professional development: e.g. School-Based Support Services, Gifted Education School Network, etc. 2. We organize varied Teachers' Professional Development Activities e.g. National Security Education, Mental Health, Blended Learning, Values Education. 3. We organize co-planning meetings, lesson observations and lesson studies to enhance learning and teaching effectiveness.
Others
Enhance students' learning through different subject learning and diversified learning strategies; Broaden Students' experience and let students apply their learning through diversified learning sessions and experience-based learning; show students' talent and cultivate students' passion in learning through various learning activities inside and outside the classroom.



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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Tang Wing Yee Winnie	Ms. Ho Wing Sum Miranda	Established	Aided Whole Day	Co-ed	Not Applicable
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					100%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Kam Tin Mung Yeung Educational Organisation Limited	Loyalty, Honesty, Diligence, Simplicity	1953	Chinese	Nanny van	About 2000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
-			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Pledged School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$30	\$410-600 (Worksheet Printing, Art and Craft materials, Student Card, Online Learning Account, GS Learning Pack)	\$20

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
6	1	-	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
5 rooms (Reading Room, Intensive Remedial classroom, Computer Room, STEAM Room, Speech Therapy Room.)				-

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

Number of teaching posts in the approved establishment			17	Total number of teachers in the school		24
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
71%	96%	25%	80%	33%	25%	42%

Class Structure

				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year				No. of classes	1	1	1	1	1	6
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	1	1	1	1	1	6
Mode of teaching at different levels		We focus on task-based learning, unit teaching and collaborative learning. In order to cater for the different learning needs of our students, our school not only uses a variety of teaching methods but also individually tailors support programs in a student-centered manner to achieve students' holistic development.								
Remarks		Two class teachers per class; Chinese Foundation Course for Non-Chinese Students; After-school enhancement lessons for Chinese etc.								

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	Promote learning through oral assessment, students' self-assessment, peer-to-peer evaluation, formative and summative assessments. Use project learning and students' progressive portfolios to monitor students' learning progress. A written report with comments is used to reduce the dependency of marks.				
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	Not applicable.				

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	12:35 PM - 1:25 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Set up a personal growth lesson and a talk by teachers to strengthen the psychological and spiritual qualities of the teachers and students. Set up a food surveillance team to ensure a healthy diet. Set up physical fitness testing in P.E. lessons.		We focus on the cultivation of the body and mind. We have morning reading session every day, promote sports culture every day, and implement a life-long art and sports through different activity groups.		

Life-wide Learning

Olympic Mathematics Class, English Storytelling Class, Cyber Media Class, Recorder Club, Erhu Club, Positive Sports Class, Children’s Yoga group, Skateboard Class, Cricket Class, Football Class, Basketball Class, Dancing class, Dodgebee Class, Boy Scouts, English Drama Club, Taekwondo Class, Lion Dance Class, Hakka Pixiu Dance Class, Table Tennis Team, Magic Communication Workshop, Rope Skipping Team, Handicraft Club, Robomaster Team, Drone Team, Arts Club, Little Masters of Emotions Group.

School Mission

We provide quality education to develop a balanced growth in moral education, intelligence, physical health, social skill and arts for our children. Our School Motto is Loyalty, Honesty, Diligence and Simplicity. We believe that each of our students has the ability to excel in at least one area. We cater for learner diversity to help our students begin their journey of life-long learning.

School Characteristics

School Management

School Management Organisation:

The IMC comprises the Supervisor, the Principal, the Vice-Principal, the development supervisors and the panel heads who form the school management. They plan, coordinate and monitor the management and organisation of the school, learning and teaching, the school ethos as well as student support and student performance.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee was established in 2008.

School Green Policy:

We have a paper recycling and environmental awareness scheme - we also encourage our students to re-use our textbooks and school uniforms.

School's Major Concerns:

- 1. Cultivate students' spirit and ability of self-directed learning
- 2. Promote positive education continuously and establish a healthy lifestyle

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. Promote STAEM education, strengthen practical learning and e-learning to enrich students' comprehensive and applied knowledge, practical skills and problem-solving abilities.
- 2. Through co-planning with the LBD team of EDiversity, the Learning By Doing programme has been implemented in P.1, integrating STEAM Education into the General Studies curriculum and cultivating students' STEAM-related inquiry skills in the daily lessons of General Studies.
- 3. Through cooperative learning, students can participate more and enhance the classroom learning atmosphere.
- 4. Inquiry-based learning, focusing on practice.
- 5. Cultivation of high-order thinking and critical-thinking ability.
- 6. Broaden students' horizons through different outings and study tours.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. Make Good Use of Learning Time:
Students acquire subject knowledge in the morning lessons and generic skills in the afternoon lessons in order to re-adjust the frequency of homework and the evaluation mode to improve students' independent learning ability.
- 2. Enrich Life-wide Learning Experience:
Extra-curricular activities on Wednesdays and Saturdays.
- 3. Catering for Students' Learning Diversity:
School-based graded teaching materials, multiple teaching strategies and assessments, and a three-tiered support model to support the needs of students with different abilities and backgrounds. To strengthen STEAM education: Through whole-class, interdisciplinary and detachable STEAM education, comprehensively develop students' generic skills.
- 4. Reading across Curriculum: Implement Reading across Curriculum to broaden students' reading scope and develop their generic skills.
- 5. Enhancement of Assessment Literacy: Multiple modes of assignments to promote students' learning development.

Development of Generic Skills:

We develop students' communicative skills, critical thinking skills and creativity.

Cultivation of Proper Values, Attitudes and Behaviours:

Promote Positive Education including positive health, positive engagement, positive relationships, positive meaning and positive accomplishment.

Student Support

Whole School Approach to Catering for Learner Diversity:

For students with special educational needs, we provide remedial classes, after-class homework tutorial classes, Chinese reading classes and two English teachers per class. An orientation course is organised for our new P.1 students. Seminars are held to help our P.6 students prepare for their secondary school life.

Whole School Approach to Integrated Education:

Teaching adaptation and assessment accommodation, remedial learning groups, training on social skills, school-based speech therapy service, professional service with educational functions and occupation-related training and IEPs (Individual Education Plans) 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; 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:

Curriculum adjustments are provided for students with special learning needs, such as providing graded worksheets, withdrawal counselling, homework adjustments, examination adjustments, etc.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Through a variety of activities (P.1 Orientation day, Parent Volunteer team, parent seminars and activities), calls and home visits, we maintain a close relationship between parents and teachers.

School Ethos:

Our school philosophy is "Small school, Big family." We teach our students to care for themselves and care for each other. We welcome every culture, race and belief systems to our family, and show our students that politeness and courtesy can lead to a better life for one and all.

Future Development

School Development Plan:

- 1. To promote whole-class STEAM education to cultivate students' ability to explore and solve problems.
- 2. To promote interdisciplinary STEAM education, enhance students' creativity and interest in science and technology.
- 3. To provide diversified learning opportunities and develop students' inquiry skills using STEAM.
- 4. To enhance professional development of teachers to design STEAM learning activities and learning strategies focusing on scientific inquiry.
- 5. To allow teachers and parents to study positive psychology and enhance their abilities to promote positive education.
- 6. To facilitate teaching staff to live out positive values inside and outside school.
- 7. To teach students the knowledge, skills and attitudes of positive education through school-based curriculum and activities.
- 8. To integrate the concept of positive education into school culture in combination with school policies, environmental settings, and all-round learning activities to create a positive atmosphere.

Teacher Professional Training & Development:

Teachers' professional training and development on English Language teaching, small class teaching, non-Chinese students teaching, students with learning difficulties, high order thinking and positive education etc.

Others

Incorporated Management Committee Scholarship, Study Tour of Excellence & Educational Camp.



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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Leung Man Man	Mr. Chui Chi 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
Kwong Ming School Ltd.	Courtesy, Righteousness, Integrity, Contrition	1982	Chinese	Nanny van	About 7200 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
-			Yes		Yes
4Rs Mental Health Charter	-	Whole School Health Programme		Action School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$50	\$450	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
36	4	1	1	Campus TV, outdoor performance venue, running track, pond, greenhouse, reading corner, Aviation Driving Learning Room, Mini School Hall.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Two computer rooms, STEM room, a student activity center, a small theater, meeting rooms, English activity room, Visual Arts room, Music room, Science room, Multi-Purpose Activity Room, Counseling and Support Room.				Accessible lift.

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

Number of teaching posts in the approved establishment			66	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
100%	100%	33%	84%	5%	12%	83%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	7	7	6	5	5	6	36
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	6	7	7	6	5	5	36
Mode of teaching at different levels	P2&P3 Small Group Teaching, Pre-class Group Teaching, school-based after-school learning and support programme to cater for learner diversity; Small class teaching in P.4, P.5 and P.6 to assist the less able students.							
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					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	The school designs appropriate assessments based on the purpose of assessment, learning objectives and teaching methods. Assessment methods include reading reports and unit revision.				
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	P.1 to P.4 are randomly distributed (gender ratio is taken into consideration).				

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	8:30 AM	3:30 PM	12:05 PM - 1:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Jump Rope for Heart Program from the Hong Kong College of Cardiology. EatSmart@school.hk Campaign. Whole school health programme.		-		

Life-wide Learning

Academic activities, Athletics, Performing arts, Visual arts, School Little Reporters, English, Mandarin, Mathematical Olympiad, STEM, Swimming, Skipping, Soccer, Volleyball, Badminton, Table tennis, Martial arts, Gymnastics, Cheerleading, Sport stacking, Debate team, Verse speaking, Dancing, Orchestra, Choir, Drama and Moral education and Social services such as Scouts, Community Youth Club and Flag-raising team, Junior Police Call.

School Mission

We are committed to equipping students with the tools they need to maximize their potential and establish a positive life philosophy to meet future challenges. This is accomplished by using tailor-made activities to cater for learner diversity, thus facilitating students' development in all of the following areas: ethical, intellectual, physical, social and aesthetic education.

School Characteristics

School Management

School Management Organisation:

The school's organizational structure adopts the model of collaborative decision-making, and discusses and formulates important policies through administrative meetings, school staff meetings, and academic subject meetings to establish common values and beliefs. The principal oversees six sub-committees in charge of the school's administration and educational matters.

Incorporated Management Committee / School Management Committee / Management Committee:

Incorporated Management Committee was established in 2008.

School Green Policy:

- 1. A participant of Hong Kong Green School Award.
- 2. Develop students' awareness of environmental problems through implementing activities.

School's Major Concerns:

- 1. Implement national education to enhance students' sense of national identity.
- 2. Create a healthy campus to help students establish a healthy lifestyle.

Learning and Teaching Plan

Learning & Teaching Strategies:

Double lessons are arranged for major subjects to enable co-teaching and the implementation of various learning and co-curricular activities. This promotes the "Classroom Without Walls" initiative which pushes beyond the limitations of traditional classroom teaching by using different learning methods, materials and spaces to achieve whole-person education that broadens students' minds.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. Strengthen values education in formal and non-formal curriculum.
- 2. Encourage students to develop independent learning skills according to their personal interests in their leisure time in order to promote balanced development of body and mind.
- 3. In addition to learning core classroom knowledge, students are also encouraged to participate in diversified learning activities to promote whole-person development.
- 4. According to the diversified needs of students, provide learning support such as remedial learning groups, small group after-school support, etc., to help students learn more effectively.
- 5. Organize school-based STEAM courses, while paying special attention to cultivating students' media and information literacy during the teaching process.
- 6. Strengthen cross-curricular learning to develop students' generic skills.
- 7. Schools use different assessment tools, such as questionnaires, observation records, assignments, examinations, etc., to promote learning and teaching effectiveness.

Development of Generic Skills:

The school curriculum works to achieve the goal of Learning to Learn through a range of formal curriculum as well as Life-wide Learning that provides students with a broad base of learning experiences to develop students' generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:

A positive thinking and learning environment has been established in our school through the implementation of formal and informal curriculum which helps students build self-confidence and enhance their ability to face challenges by cultivating their positive thinking and problem-solving skills. Additionally, the conducting of systematic moral education and counselling activities helps students establish positive personal values and promote healthy teacher-student relationships so as to create a positive school campus.

Student Support

Whole School Approach to Catering for Learner Diversity:

The school uses tailor-made teaching activities to challenge more capable students to pursue excellence and facilitate less capable students to achieve a basic level of competence and proficiency.

Whole School Approach to Integrated Education:

Our school has set up different measures to facilitate students who have special learning needs. (e.g. teaching adaptation and assessment accommodation, remedial learning groups, training on social skills, enhanced school-based speech therapy services, individual education plan, established mechanism in soliciting parents' views and discussion of student progress.)

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

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

Curriculum Tailoring and Adaptation:

Our school develops its curriculum plan according to the different needs of our students. For the less able students, we offer learning support in both homework and exam accommodations, aiming to increase students' confidence and interest. For gifted students, enrichment classes are arranged to enhance their learning experience.

Home-School Co-operation and School Ethos

Home-School Co-operation:

We understand the multifaceted nature of children's education and pay special attention to family-school collaboration so that parents are fully involved in their children's education. The Parent Teacher Association acts as a bridge between the school and parents to promote family-school cooperation through meetings and PTA organized events.

School Ethos:

- 1. The good relationship between teachers and students is based on the combination of student guidance, counselling and discipline that emphasizes more positive encouragement and less punishment.
- 2. Provide comprehensive student guidance to develop students' self-discipline.
- 3. Cultivate student's right values through the school's Personal Growing Education course.

Future Development

School Development Plan:

- 1. Implement national education to enhance students' sense of national identity.
- 2. Create a healthy campus to help students establish a healthy lifestyle.

Teacher Professional Training & Development:

The school pays close attention to the curriculum reform trends and so has put a lot of effort into enhancing the teachers' professional development. Collaborative lesson planning meetings, evaluations and lesson observations are held throughout the year in different subjects. There are also sharing sessions on subject knowledge and pedagogy, to encourage peer-learning among teachers and to enhance the overall quality of teaching. The school actively participates in various education programs, including professional support from the Education Bureau and other educational experts, for our teachers' ongoing professional development.

Others

Students have won prizes and honours in various competitions.



八鄉中心小學

Pat Heung Central Primary School

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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Lai Wai Hung	Ms. Lai Yuen Shan Irene	Established	Aided Whole Day	Co-ed	Not Applicable
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Tung Yick Tong	Diligence, Honesty, Politeness, Love	2003	Chinese & English	Nanny van	About 7200 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
-			-		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		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
13	2	-	1	Our new annex, which is an eco-friendly and student-centered design, is well-equipped with innovative teaching facilities to promote learning.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Innovative Hub, Music Room, Art Room and 'Comfort' Zone.				Ramp, Accessible toilet, Braille and tactile floor plan, Tactile guide path, Accessible public information / service counter and Visual fire alarm system.

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

Number of teaching posts in the approved establishment			29	Total number of teachers in the school		34
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%	59%	32%	27%	32%	41%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year		No. of classes	2	2	2	2	3	2	13
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)		No. of classes	2	2	2	2	2	3	13
Mode of teaching at different levels	Our students come from different cultural and linguistic backgrounds. In order to cater for their diverse learning needs, co-teaching is implemented. Various activities are designed to enhance their learning and enrich their learning experience. The Responsive Classroom approach, originated in the USA, is applied to enhance students' engagement and to promote a supportive and harmonious campus.								
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	We adopt different modes of assessments like projects and presentations. Formative assessments are carried out regularly. Summative assessments are conducted three times a year. (No summative assessments for P.1). The assessments focus not only on students' academic performance but also their generic skills, 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	Chinese students and non-Chinese students learn in the same class except for the language classes in order to promote a rich language environment. P.1-P.6 students are divided into different Chinese learning groups according to their linguistic backgrounds and 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	8:45 AM	4:30 PM	12:10 PM - 1:10 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Our natural green campus provides students with a healthy learning environment. Stretch Zone and PERMA Land (i.e. Sand Pit, Sensory Garden, Finland Mõlkky and Tree House) promote positive health. Gratitude sharing and mindfulness activities are held regularly to cultivate students with positive values and emotion towards life.		We have integrated positive education into our daily teaching and students' school life for years. It is hoped that through positive education, students can maximize their strengths to enhance their visible well-being.		

Life-wide Learning

Little Chefs, Lego, Fun Fun Chinese, Positive Sports, STEM, Aquaponics and Hydroponics Planting, Animal Ambassadors, Board Game Party, Table-tennis, Cub Scout, Basketball, Finland Molkky, Cats Society, Pottery, Crochet, Percussion, 3D-Modeling, Cantonese Opera, Chinese Dance and annual Life-Wide Learning Week.

School Mission

We believe that students have their own talents/needs. We aim at helping them become confident self-directed learners. Through a multi-cultural and positive learning environment, students learn cheerfully and harmoniously.

School Characteristics

School Management

School Management Organisation:

17 administrative and teaching groups.

Incorporated Management Committee / School Management Committee / Management Committee:

IMC comes from different management boards such as rural committee, professionals, teachers and parents.

School Green Policy:

We received HK Green School Award (Gold Award) and HK Awards for Environmental Excellence (Silver & Bronze Awards). We are the first primary school that adopts GREENPLUS Console to record electric energy consumption and carbon emissions. We also joined CLP Renewable Energy Feed-in Tariff scheme. We have built a smart green house for hydroponics.

School's Major Concerns:

We believe that Positive Education flourishes our lives. We live it, embed it and embrace it. We strive to help students develop their full potential. School is the second home for our teachers, students and parents. We live, learn and laugh together in order to bring our students a wholesome childhood.

Learning and Teaching Plan

Learning & Teaching Strategies:

Co-teaching is implemented in the main subjects. Various activities are used to enhance learning. To cater for NCS students' diverse learning needs and enhance their learning interests, we utilize picture books and theme-based learning activities. Space Town, Keys2 and DTS are implemented in the English curriculum to enhance students' reading and writing competence.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Our school focuses on creating a caring campus and providing a pleasant learning environment. With the renewal of the primary education curriculum, we will continue to strengthen the implementation of values education (including life education, and national security education), optimize overall curriculum planning, and strengthen STEAM education. We continue to provide students with diverse, relevant and meaningful learning experiences (life-wide learning) in order to broaden their learning foundation and horizons, and nurture them to become active and independent lifelong learners.

Development of Generic Skills:

Generic skills are integrated into the curriculum and extra-curricular activities. Activities are held during lessons to encourage students to use the skills. Students' linguistic development is our major concern as language is vital for communication. Both English and Chinese are our media of instruction. We have implemented a Life-Wide Learning Week to help students develop their generic skills. Additionally, through encouraging students to apply a growth mindset, different character strengths and learning skills, their learning effectiveness is continuously enhanced.

Cultivation of Proper Values, Attitudes and Behaviours:

We have implemented our school-based Positive Education program (Flourish Express) to help students engage in the five major elements in Positive Education, i.e. Positive Emotions, Engagement, Relationships, Meaning and Accomplishment. Through various learning activities, students are encouraged to utilize different character strengths and strategies to help them solve problems in their daily lives and learning. We hope that Positive Education can help to equip students with strengths to tackle the challenges in the future.

Student Support

Whole School Approach to Catering for Learner Diversity:

The school has established a student support team that includes our curriculum development officer, social worker, class teachers, subject teachers and teaching assistants. External support includes school-based educational psychologist, school-based speech therapist, and support staff from the EDB. We actively promote the whole school approach of support plan. We are keen on creating a compatible and caring culture to cater for students' diverse learning needs and provide students with appropriate learning support services. Each class has a dual-class teacher system to provide appropriate care for students.

Whole School Approach to Integrated Education:

We make good use of the additional resources allocated by the EDB including Learning Support Grant, Enhanced School-based Speech Therapy Service and School-based educational psychology Services to provide students with the following support according to their learning needs: small group teaching, collaborative teaching, withdrawal teaching, after-school subject counseling, Individual Education Plans, literacy training, concentration training, sensory integration training, social group training, speech therapy training, etc. With the existing support, we hope to enhance students' self-confidence and social skills while taking into account the development of multiple intelligence.

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

Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; organising activities to create an inclusive learning environment in the school; and hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents of NCS students.

Curriculum Tailoring and Adaptation:

We implement group teaching and collaborative teaching to optimize the school-based curriculum to assist students with diverse learning needs. Teachers set support directions and review progress for students with learning difficulties and special educational needs in stages, provide students with curriculum, coursework and assessment adjustments, record the learning results through classroom observations, and report to parents on time. Our Student Learning Support Group establishes individual learning files and implements individual learning plans for students to cater for their learning differences.

Home-School Co-operation and School Ethos

Home-School Co-operation:

We hold three Parents' Days every year to discuss about students' academic performance as well as their development of generic skills and attitudes. Our PTA organizes a wide range of activities to enhance communication between parents and the school. We have parent workshops to equip our parents with knowledge and skills in providing their children with appropriate support at home. Chinese learning materials and English reading aloud tasks are equipped with QR codes to encourage parents to learn Chinese and English with their children during their leisure time.

School Ethos:

We are highly involved with students' studies, their mental and psychological development. We make good use of our natural green environment to promote environmental protection and life education. Therefore, we established a cat group and Animal Ambassadors. To flourish students' childhood, we implement Positive Education and integrate it into our curriculum and school life.

Future Development

School Development Plan:

We have carried out Positive Education since 2016 because we believe that Positive Education helps to flourish our teachers and students' lives. The promotion of Positive Education is a life-long process. We will continue to develop our school-based Positive Education program.

Teacher Professional Training & Development:

To enhance teachers' professional development, we hold regular co-planning, co-teaching and peer observation sessions with representatives from local universities and the Education Bureau to tailor-make our school-based curriculum and learning materials. We arrange teacher training and development workshops each year according to the teachers' needs and strengths.

Others

Academic scholarships for the three main subjects, Orchestra Group and Cambridge English Test Sponsorship Scheme.



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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Ho Chia Hsing Kevin	Ms. Chung King Cheung	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 (H.K.) Primary School Council Limited	To serve, not to be served.	1954	Chinese	Nanny van	About 1900 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	\$300 Special Purpose Fee	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
14	3	1	1	Indoor sports facility for squash and drone training. Covered playground with VR cycling area for students to exercise during breaks and after school.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
AI STEM classrooms, multimedia computer rooms, English rooms, music rooms, visual arts rooms, conference rooms, and PTA rooms.				Accessible lift.

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		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
100%	100%	16%	57%	13%	30%	57%

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		A dual class teacher system is implemented in the first grade to strengthen the transition from kindergarten to primary school. For grades four to six, after-school tutoring groups for Chinese, English, and Mathematics are established. Additionally, for grades five and six, there are after-school advanced English teaching groups.							
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	In the first grade, qualitative assessments are used to report students' learning performance in the first and second terms, while a year-end exam is conducted in the third 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	Grades one to six are divided into classes based on students' abilities. For grades four to six, Chinese, English, and Mathematics are taught in groups or small classes according to the students' abilities and 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	8	35 mins	8:00 AM	3:00 PM	12:30 PM - 1:20 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Our school is part of the "Healthy Campus Network Program" and has an "Active Campus Policy." Through diverse activities like specialized sports training, morning exercises, Little Athletes, Fitness Day, VR cycling, and Wii Sports, we foster a sports culture. This helps students build regular exercise habits, achieve MVPA60, and lead healthy lifestyles.		From Monday to Thursday, the last period is a tutorial session to reduce homework pressure. On Fridays, school ends at 12:30 PM, with afternoon sessions for team training or advanced activities. Students not staying can have parents arrange external activities. The last period on Fridays is a one-hour "Multiple Intelligences Class" with diverse activities to develop students' potentials.		

Life-wide Learning

Every Friday, the whole school participates in the "Multiple Intelligences Class," and there are over 40 extracurricular activities covering technology, academics, sports, arts, and leadership training. School teams include STEM LEGO robotics, drone soccer, campus TV station, squash, soccer, fancy rope skipping, dragon and lion dance, flag martial arts, English drama, wind band, choir, and visual arts talents.

School Mission

In accordance with S.K.H.'s gospel mission, religious and moral enlightenment nurtures children in an optimistic and positive view of life, enabling them to fully realise their potential to become considerate and well-rounded. Based on our motto, 'Not to be served, but to serve', we cultivate our students to be kind-hearted and willing to serve the community where they can exemplify the spirit of "Christ Loves".

School Characteristics

School Management

School Management Organisation:

The principal leads the vice-principal in managing various administrative teams. Under the four major areas of "Management and Organization," "Learning and Teaching," "School Culture and Student Support," and "Student Performance," different academic and administrative teams are established to promote the implementation and development of various school policies.

Incorporated Management Committee / School Management Committee / Management Committee:

Incorporated Management Committee of S.K.H. St. Joseph's Primary School.

School Green Policy:

Keep the room temperature at 26°C; Use water saving devices; Install solar energy-saving panels and set up ecological pool in order to teach students to save energy.

School's Major Concerns:

- 1. Make good use of diversified teaching strategies to develop students' inquiry thinking and common abilities.
- 2. Create a healthy campus atmosphere to build students' positive life.

Learning and Teaching Plan

Learning & Teaching Strategies:

Enhance assessment literacy to inform teaching and curriculum design. Review students' learning and progress through periodic assessments, making timely adjustments to improve teaching quality. Promote interdisciplinary learning, integrating values education, STEAM education, self-directed learning, and strategies to cater to diverse learning needs. This aims to boost students' interest in learning, deepen their habits of self-directed learning and problem-solving skills, and cultivate a positive and proactive learning attitude, achieving holistic development.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Enhance values education, strengthen STEAM education, and promote cross-curricular learning and interdisciplinary reading. Encourage students to engage in self-directed learning based on their personal interests during their free time to foster balanced physical and mental development and develop lifelong learning abilities. In line with the Education Bureau's policies, establish teacher groups for digital education and science/humanities subjects to train teachers and optimize school-based subject development.

Development of Generic Skills:

Through learning activities inside and outside the classroom in various learning areas, students are guided to combine life experiences, use information technology, and apply what they have learned in class to complete learning tasks. By integrating comprehensive learning activities and interdisciplinary reading elements, various common abilities are utilized to extend learning, uncovering students' personal potential and uniqueness.

Cultivation of Proper Values, Attitudes and Behaviours:

Promote a whole-school approach to positive education through curriculum integration, inter-grade house activities, Christian values education, and growth lessons at all levels, creating a positive, proactive, caring, and harmonious campus atmosphere.

Student Support

Whole School Approach to Catering for Learner Diversity:

The Student Support Team coordinates the care for student diversity, including the "Early Identification and Counseling for Primary One Students with Learning Difficulties" program, pull-out counseling, teaching assistance, and advanced training activities. For senior grades, Chinese, English, and Mathematics are taught in ability-based groups to cater to students with different learning needs.

Whole School Approach to Integrated Education:

Our school-based educational psychologist regularly visits the school to provide professional assessments and support for students in need. The school-based speech therapist conducts speech training for students who require it. Specialized training is arranged for students with special educational needs, including social groups, individual Education plans, and small group teaching.

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:

For students in need, homework and assessment adjustments are implemented in core subjects at all levels, with appropriate learning goals set. Assignments and teaching content are tailored according to students' abilities, ensuring personalized instruction.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Our Parent-Teacher Association and parent volunteer group fully support the school's development, nurturing children's growth together. Through parent forums, parent days, the school website, Facebook page, and school publications, we introduce the latest school updates. By organizing parent-child activities, large school events, and parent classes, we invite parents to engage with the school and grow alongside their children. Professional counselors, parent workshops, and special lectures help parents understand their children's developmental characteristics, master parenting methods, and improve parent-child interaction skills.

School Ethos:

Our school is one of the schools affiliated with the S.K.H. (Anglican) Primary School Supervisory Committee. Upholding the spirit of Christian care, we practice the school motto "Not to be served, but to serve," encouraging and nurturing children to grow healthily in a campus atmosphere of mutual help and love. The school has a holistic development team that coordinates training, counseling, life education, health education, career planning, moral and civic education courses, and learning activities. We implement comprehensive counseling services to create a caring campus culture together.

Future Development

School Development Plan:

Through the development of school-based curriculum, supported by the Education Bureau and universities, we develop a school-based curriculum. In line with curriculum policies and the needs of our students, we actively promote STEAM education, values education, and physical and arts development. We strengthen the cultivation of students' self-directed learning abilities, promote a reading culture, increase students' desire for knowledge, and foster a positive life attitude.

Teacher Professional Training & Development:

We prioritize the physical, mental, and spiritual well-being of teachers, encouraging diverse and specialized professional development to enhance their teaching and learning expertise.

Others

Our school values the development of students' multiple intelligences. By participating in various activities, school team training, and competitions, we inspire students' potential. Over the years, students have achieved outstanding results in numerous inter-school competitions, particularly excelling in squash, football, STEM LEGO robotics, and drone soccer. They have repeatedly achieved excellent results in various inter-school events. Additionally, the dragon and lion dance team has been invited to perform by government departments and external organizations multiple times, showcasing students' talents and boosting their confidence.



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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Man Luk Sing	Mr. Chan Hang 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
Tun Yu School Management Committee	Dun, Xiao, Yu, Kun.	1939	Chinese	Nanny van	About 100000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
-			Yes		Yes
4Rs Mental Health Charter	-	Whole School Health Programme		-	

2025/2026 Annual School Charges

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

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
13	2	1	1	Basketball court, football field, gardens, tree climbing area, cycling area, kite area, leisure corner and nursery for plants.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Computer Room & Intensive Remedial Teaching Programme Room.				Ramp 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		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
100%	100%	31%	32%	10%		6%	84%

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	Intensive teaching assistance and Tiered intervention model are provided for P.1 to P.6 kids with learning difficulties through Intensive Remedial Teaching Classes this year. (The no. of students per class should not exceed 20 and less than 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					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	Besides written assessments, there are different modes of assessments to evaluate students' learning, such as project learning, observations, discovery learning in General Studies; formative assessments in Chinese, English & Mathematics subjects. Small class teaching in P.1-P.6, students can get a learning portfolio.				
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	Tiered teaching in P.2-P.6 which helps catering for learning differences, different teaching strategies are adopted to help students learn better.				

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	11	30 mins	8:15 AM	3:40 PM	12:20 PM - 1:40 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Fitness Activities & Morning Personal Hygiene Reminder Session. Lunch Box Monitoring Committee monitors the quality of lunch boxes.		Lunch arrangement: provided by contracted supplier or prepared by parents. Students have their lunch with class teachers.		

Life-wide Learning

Our school organises a wide variety of activities and training for school teams. Each student is required to participate in at least three extra-curricular activities. More specifically, the aforementioned activities are classified into uniform activities, 'little expert' activities, and Friday ECAs. They can be exemplified by: Club scout, Brownie, Road safety patrol, Flag raising team, Little astronomer, Little tree climbing expert, Cycling expert, kite expert, mural, DJ, RoboMaster, Ruby team etc. The school team projects, e.g. Marching team, Choir, Drama, Football team, Basketball team, Orchestra etc.

School Mission

In the perspective of our school Dun, Xiao, Yu, Kun, we aim at providing students with a happy, harmonious and positive learning environment conducive to moral, academic, physical, social, personal and artistic development.

School Characteristics

School Management

School Management Organisation:

IMC of Tun Yu School monitoring the operation of school. The principal, assistant principals and the executive teachers co-ordinate different executive groups and responsible for day-to-day operation of school.

Incorporated Management Committee / School Management Committee / Management Committee:

The members of Incorporated Management Committee of Tun Yu School are the representatives of the school sponsoring body, the principal, the representatives of teachers, parents and school alumni, and one disinterested member of external profession.

School Green Policy:

An advocate of "Green Campus" and living in harmony with nature.

School's Major Concerns:

Developing students' learning habits (Learning Platform).
Maintaining a Safe Learning Environment Nurturing Good Citizens.

Learning and Teaching Plan

Learning & Teaching Strategies:

Interactive Learning Activities: With the help of flexible timetable arrangement, different exploratory learning activities can be organized during the curriculum time. The activities include workshops, field trips and different kinds of outdoor learning experiences.
Adventure Based Learning Centre: Various adventure based activities are held for enhancing students' team spirit, cooperation, and self-confidence.

Development of Major Renewed Emphases of the Primary Education Curriculum:

In order to enhance students' sense of national identity, we have a flag-raising ceremony every week. We organised a Mid-autumn festival carnival and a Chinese New Year carnival, which enabled students to know more about Chinese culture.

We make good use of the whole-day schooling. We aim to develop whole-person development, cater for students' uniqueness and strengthen STEAM education. Therefore, we organise a wide range of activities at the lunch recess. Such activities include ball games, board games, lunch-time reading, gardening, school team training, musical instrumental practice, as well as remedial classes for Chinese, English and mathematics.

There is 10-minute 'quiet time' for students after the lunch recess activities. This arrangement enables students to calm down themselves and to focus on their studies again. Our school has designed various activities for Wednesdays in the odd weeks and in the even weeks.

Development of Generic Skills:

Project learning, cooperative learning, cross-curriculum activities etc.

Cultivation of Proper Values, Attitudes and Behaviours:

- 1. Cultivate positive values;
- 2. Develop a balanced lifestyle;
- 3. Respect, appreciate, support and care for others;
- 4. Make good judgements to distinguish right from wrong;
- 5. Value the importance of relationships in all areas;
- 6. Understand the importance of cooperation.

Student Support

Whole School Approach to Catering for Learner Diversity:

The school provides small group teaching for less able students and parent's scheme to support the students with special educational needs (SEN). Professional school-based educational psychologist and school-based speech therapist are available to provide support and advice to students with SEN. We provide high-level training program for students with different strengths and potentials, such as Mathematics, English Drama, Leadership training program etc. We provide school-based after-school learning and Newly-arrived Children Support Programmes to pupils with poverty issues.

Whole School Approach to Integrated Education:

Student Support Team, principles and consideration on deployment of resources (e.g. learning support grant, school-based speech therapy service related resources), specific measures in supporting students with SEN. And we have remedial learning groups, training on social skills, school-based speech therapy service, individual education plan.

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

Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; and organising activities to create an inclusive learning environment in the school. We provide after school homework support and Chinese learning programmes for the non-Chinese speaking (NCS) students. (Special Examination adjustment and Chinese subject award.)

Curriculum Tailoring and Adaptation:

Teachers have co-planning meetings for all core subjects, so teachers can collaborate and learn from each other to design a good lesson for students. Homework, dictation and examinations are adjusted for their special needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:

- 1. To make home and school education complementary to each other, the Parent-Teacher Association (PTA) has established a series of workshops and activities to help parents.
- 2. The Parents' Academy will promote better home and school co-operation as well as provide a better quality of parent education. These moves will enhance effective learning.

School Ethos:

Our students are well-disciplined with a strong relationship between teachers and students. The goal is on both values as well as moral education. Our school implements many programs to help cultivate students' positive values as well as a caring culture at school. These include a rewarding scheme, prefect training, adventure camp, Understanding Adolescent Project etc.

Future Development

School Development Plan:

- 1. Small-class teaching.
- 2. School events.
- 3. STEAM programs.
- 4. Life is beautiful (Life Education).

Teacher Professional Training & Development:

Whole school professional training for strengthening teaching.

Others

Management Committee Scholarship.



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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Cheng Shu Ming, JP	Principal Ngan Hoi Ming	Established	Aided Whole Day	Co-ed	Not Applicable
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Tung Tak School	Loyalty, Love, Diligence and Thrift	1954	Chinese	School Bus	About 4500 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		Pledged School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$50	\$300 (Fees for Specific Purposes)	\$30 (Replacement of Student Card)

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
6	2	1	1	Our colourful campus has a quadrangle with a garden. The Bus Library promotes reading interest. New multi-purpose rooms accommodate various classes.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
8 in total (a STEAM room, a language room, a music room, a Visual Arts room, a multi-purpose room, a counselling room, and two karaoke rooms)				Ramp, Accessible toilet, Tactile guide path and Accessible public information / service counter.

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

Number of teaching posts in the approved establishment			16	Total number of teachers in the school		22
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
82%	100%	32%	67%	27%	23%	50%

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	1	1	1	1	1	6
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	1	1	1	1	1	6
Mode of teaching at different levels	Being inspired by Finnish education, we advocate experiential learning. We specially designed the 'Forest Course' to equip students with problem-solving skills in nature. Curriculum integration and project learning are conducted. With only one class in each grade, students can actively participate in class and interact with others. The NET carries out activities to improve their English ability.						
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	There are three exams throughout the academic year (P.2-P.6) (Instead of exams, diversified assessments will be introduced for P.1 students). Performance in the major subjects is assessed through progressive evaluation. We also conduct classroom observation, questionnaire analysis, field trips, project learning activities, practical assessments, etc., to enhance students' learning effectiveness.				
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	Small group instruction is implemented in Chinese, Maths and English (P.1-3). Students are grouped based on their abilities. ISE curriculum has been trialled out in P.1-3 by the NET since 19/20. The English-taught GS and Maths courses are offered to cater for students' 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	10	30 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.	1. Healthy Diet: Vegetarian choices are provided at lunch. Vegetables are provided in each lunch box, and fruits are provided by the supplier once a week. 2. Mental Health: Provide parents, teachers and students with positive education seminars.		Sports: We participate in the 'School Sports Programme' and set up special sports training sessions at all grades, which are taught by external professional coaches, to enhance students' knowledge and skills in different sports, including Kung Fu, roller skating, unicycling, swimming, and dodgebee.		

Life-wide Learning

- 1. Activities: Forest Course, arts, musical instrument performances, dancing, skateboarding, basketball, drone, roller skating, and cub scouts.
- 2. After-school activities: track & field, fellowship, football, IMC, English drama, and violin class
- 3. Saturday activities: aesthetic and physical activities, marching band, baking, literacy class
- 4. Others: reptiles keeping, hiking, cycling, canoeing, adventure ship, and study tours.

School Mission

We adhere to a rigorous attitude towards running schools and strive to nourish students. We are rated highly for our purity and simplicity. Besides teaching students knowledge, we focus on the cultivation of moral character. With the school discipline, we hope that students develop the correct values and contribute to society in future.

School Characteristics

School Management

School Management Organisation:

Under the leadership of the Incorporated Management Committee and the principal, the school administration framework is divided into four departments: school-based management, learning and teaching, school ethos and student support, and extra-curricular activities. Each department is led by a head of the department.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee of Tung Tak School was established in September 2008.

School Green Policy:

- 1. We use air-conditioners with a Grade 1 Energy Label and compact fluorescent lamps.
- 2. We hold two-week-long environment-related activities every school term to raise students' environmental awareness.
- 3. We formulate various 'green' guidelines, such as saving electricity, paper and water, waste separation, and recycling old school uniforms and books.
- 4. The environmental protection theme book fair allows students to go green happily.

School's Major Concerns:

Our first major concern is to 'establish moral values and nurture positive values in students'. We promote positive culture and gratitude through different activities, such as 'Grateful Moment' and counselling activities. At the same time, we focus on student learning and strengthen learning activities both inside and outside the classroom to create diversified learning experiences and enhance value education.

Learning and Teaching Plan

Learning & Teaching Strategies:

We develop quality school-based curriculum and focus on experiential learning, promoting life-wide learning, curriculum integration and cross-subject projects to enrich students' learning experience. Students learn by doing. The Forest Course helps students face challenges in nature and build their resilience. Teachers equip students with higher-order thinking skills. Remedial classes are conducted after school. Various kinds of training are arranged to help students realise their potential and meet their needs. We run ISE English programs in KS1 and hire NET to boost students' reading, writing, listening and speaking skills. Overseas study tours are arranged to broaden students' horizons.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Our school makes good use of lesson time to create space, adopts formal classroom teaching in the morning, and provides homework guidance and different forms of learning activities in the afternoon to enrich students' learning experience and promote whole-person development; all key renewal and development projects are systematically integrated into teaching, such as school-based Forest Course, all-round learning experience, moral teaching, information literacy knowledge and STEAM education. Learning experiences inside and outside the classroom are combined, and they are naturally connected with various subjects. Book bags are provided to promote reading interest. Furthermore, to meet the needs of students with different aptitudes, our school has also vigorously improved the school environment. In addition to the existing STEAM teaching facilities, roller skating, skateboard rinks, and bicycle facilities are also set up to meet the different needs of students.

Development of Generic Skills:

Through designing quality classes and activities such as project learning, curriculum integration, multiple intelligence programmes, and Forest Course, etc., students' life-wide skills are developed. We also adopt activity approach and use information technology to cultivate their problem-solving, collaborative and higher-order thinking skills.

Cultivation of Proper Values, Attitudes and Behaviours:

With reference to the guidelines of the EDB, our school is committed to developing students' values and attitudes to cope with the challenges and trials of life in the future. Through the e-Award scheme, we encourage students to practise good behaviours and develop good character. Weekly assemblies, life education lessons, and class teacher time are held to help students develop positive values through interesting activities. Positive values are also systematically infiltrated into lessons and activities. Teachers and students work together to decorate the campus and create a positive atmosphere.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1. We utilize the 'Early Identification and Intervention Programme' for P.1 Students with Learning Difficulties, such as the use of visual cues.
- 2. Summer adaptation activities are arranged to help students make transitions smoothly from kindergarten to P.1.
- 3. Worksheets with different levels are designed and remedial classes are offered to students in need in Chinese, English, and Maths.
- 4. We arrange after-school homework tutorials, remedial classes of the core subjects and learning groups for students.

Whole School Approach to Integrated Education:

- 1. We design tailor-made curricula and assessments for students with professional reports of Special Educational Needs (SEN).
- 2. Besides written assessments, we make use of diversified assessments.
- 3. School-based Educational Psychology Service is offered.
- 4. Enhanced School-based Speech Therapy Service is offered.
- 5. We set up groups to enhance students' social skills and boost their concentration and literacy.
- 6. We form reading groups to enhance students' reading skills.

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. Special grouping classes are arranged for P.1-P.3 students, and students are arranged to study according to their Chinese proficiency.

Curriculum Tailoring and Adaptation:

- 1. We promote high-quality teaching by conducting the Integrated 'Read & Write' programme in P.1-P.3 Chinese lessons. We provide the International Stream English program (P1-3), which are taught by our NET teachers.
- 2. Saturday Chinese remedial classes are provided to NCS students.

Home-School Co-operation and School Ethos

Home-School Co-operation:

- 1. Parent-child activities are held regularly.
- 2. The opinion of parents is collected and reflected by the PTA.
- 3. Our school is monitored by the Parent Managers who advise the school.
- 4. Parent education is provided. Personal growth problems of students can be solved by parents in collaboration with teachers.
- 5. We engage in the improvement of lunchboxes served to students.
- 6. We handle students' issues through collaboration with parents.

School Ethos:

Our school is rated highly for its positive school ethos. We implement a school-based counselling programme, aiming at nurturing our students to be positive thinkers with good character. With the spirit of 'Positive Mind, Positive Vibes, Positive Life', we cultivate empathy and gratitude in students. Teachers, parents and students are bonded well. We collaborate with parents to improve the teaching approaches and hold events to create harmony.

Future Development

School Development Plan:

- 1. Establish moral values and cultivate positive values in students:
 - a. Enhance teachers' professionalism, build a team of teachers with a positive growth mindset, and consolidate a culture of appreciation and sharing.
 - b. Cultivate students' positive values and attitudes through a full range of activities and formal and non-formal curriculum.
 - c. Strengthen parent education and enhance parents' understanding and practice of positive values education, so as to promote good parent-child relationships.
- 2. Create diversified learning experiences centred on student learning to enhance value education:
 - a. Make good use of learning time and create space to enrich personal learning experiences.
 - b. Enhance the reading atmosphere and develop lifelong learning skills.

Teacher Professional Training & Development:

We establish a structured professional learning community to enhance the effectiveness of teaching and learning. English teachers engage in the S4ALL Drama scheme and NET Scheme in Primary Schools. General Studies teachers engage in the Quality Education Fund Thematic Networks to develop school-based science activities while VA teachers implement 'Love Enlightenment' program in collaboration with Sun Culture Fund. The systematic school-based professional development for teachers is arranged, which creates a professional atmosphere.

Others

- 1. We organize at least one mainland and one overseas study tour every year to enable students to broaden their horizons.
- 2. We keep geckos, lizards, beetles, and turtles for life education.
- 3. Forest Week is held to broaden students' horizons and strengthen their resilience.
- 4. We actively participated in external competitions and won the following awards:
 - Honours Award at the 61st Hong Kong Schools Dance Festival (Upper Primary)
 - The 76th Hong Kong Schools Speech Festival: 1st Runner-up, Solo English Verse Speaking, Primary 4, Girls
 - 2024 Tsuen Wan District Age Group Athletic Meet Competition: Champion, 4x100m Relay, Men Division F



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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. LI Wai-bing, Vickie	Ms. YU HING YIN MARIE	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					-
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.	1904	Chinese	Nanny van	About 5857 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
NT Heung Yee Kuk Yuen Long District Secondary School, Chiu Lut Sau Memorial Secondary School, Tin Shui Wai Government Secondary School				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
-	-	-	\$250 (School- based Management Fee)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
InnoWorld, Flight Simulator Training Base, English Funland, Campus TV, IT Room, Science Exploration Centre, Chinese Culture Learning Centre, Library				Ramp, Accessible lift and Accessible toilet.

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

Number of teaching posts in the approved establishment				55	Total number of teachers in the school		61
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%	35%	78%	16%	18%	66%	

Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year			No. of classes	5	6	5	5	5	4	30
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)			No. of classes	4	5	6	5	5	5	30
Mode of teaching at different levels		Adopting a student-centered approach with varied learning activities to develop students' positive learning attitude, high order thinking and creative thinking ability.								
Remarks		-								

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		0	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		0	Number of exam(s) per year (P2 to P6 only)		3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							No
Diversified Assessment for Learning	In order to develop pupils' self-learning abilities, we build up a good foundation for life-long learning. We adopt diversified assessment through lesson observation, quizzes, unit assessments, project learning, group presentation and other tailor-made learning activities. Besides, a Holistic Incentive Plan has been established to encourage students to develop their potential.						
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 examinations for P1. Formative Assessments are used to assess students' performance. P.1 and P.2 classes are in mixed ability grouping. Class streaming for P.3 to P.6 according to three examination academic results.						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:15 AM	3:15 PM	12:30 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	We foster an environment that helps students to cultivate a healthy lifestyle. As we have promoted healthy eating successfully all year round, our school was certificated under the Eat Smart School Accreditation Scheme by the Department of Health for 17 years. Besides, our students exercise regularly and yield expected progress towards the SportACT targets.		Diversified activities are provided during recess and lunch break. After-school interest groups from Monday to Friday afternoon. School ends at 2:40 PM on Fridays.		

Life-wide Learning

Interest Groups: English Drama, Cantonese Opera, Flight Simulator, AI Drawing, AR Course, Drone, STEAM Junior Artist, Finnish STEAM Course, Campus Jellyfish Keeper, Orchestra, Cheerleading, Maths Olympiad, Recorder, Chinese Dance, Rope Skipping, Ball Games, Track & Field, Uniform Groups: Cub Scouts, Brownies, Flag-guards, CYC, Constitution and Basic Law Student Ambassadors Training Scheme.

School Mission

We emphasise holistic education to enable students to obtain a moral, intellectual, physical, social and aesthetically balanced development. We are committed to providing a variety of learning experiences, to foster an educational culture of willingness to learn, good communication skills and a sense of commitment for students. We enable students to become good citizens who contribute to their family, the school, the community and the country.

School Characteristics

School Management

School Management Organisation:

School Head, Administrative Streams and Subject Panels.

Incorporated Management Committee / School Management Committee / Management Committee:

The school is managed by the School Management Committee, which consists of EDB, school, parent, alumni representatives and an independent community member.

School Green Policy:

Energy saving, waste reducing, waste recycling and greening of the school campus are adopted as our school green policies. Through activities and competitions organised by the school, students are educated to live a green life.

School's Major Concerns:

"Fostering Talent through Science and Education, Embracing a Smart Future"

- 1. Continuously enhance students' self-directed learning, technological exploration, AI literacy, and bilingual/trilingual abilities to equip them for future challenges.
- 2. Focus on values education and character development, strengthen students' national identity, and strive to nurture well-rounded and outstanding individuals.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. Enhance students' self-directed learning abilities and promote positive values through cross-curricular activities and theme-based learning.
- 2. Programmes to strengthen students' ability in STEAM and nurture their creativity, collaboration and problem solving skills.
- 3. Through group learning, project learning and different reading activities, including on-line learning, student to student interactions are enhanced, and self-assessment skills are strengthened so as to promote learning outcomes.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Strengthen STEAM Education through effective use of multimedia in teaching; foster literacy in Multimedia and Information Technology; enhance cross-curricular learning and reading by promoting self-learning among students; develop lifelong learning capacity; strengthen Values Education, Life Education, Citizenship Education and National Security Education; foster individual growth and sense of citizenship.

Development of Generic Skills:

Advancing STEAM Education. Engage students in different learning contexts through co-operative learning, group discussion, role play and some other interactive learning activities to promote a spectrum of generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:

Our school promotes Moral and Civic Education by fostering positive values and attitudes in students; "Perseverance", "Respect for Others", "Responsibility", "National Identity", "Commitment", "Integrity", "Care for Others", "Law-abidingness", "Empathy", "Diligence", "Unity" and "Filial Piety". Through different learning experiences and courses, such as class culture, self-directed learning, character training activities, healthy campuses, national identity and "learning by doing" experience, etc., we aim to develop and cultivate our students in becoming life-long learners nurtured with morality and knowledge, who love their home and country.

Student Support

Whole School Approach to Catering for Learner Diversity:

We adopt a whole school approach to cater for students' diverse learning needs e.g. Support for Transition from Kindergarten to Primary one; School-based Speech therapy service; Enhancement programmes and Remedial classes; Tutorial classes and Vacation Programmes; the 'Early Identification and Intervention Programme for Primary One Students with Learning Difficulties' (EII Programme); "Big Brothers, Big Sisters "Mentor Scheme for assisting less able pupils.

Whole School Approach to Integrated Education:

We adopt a whole school approach to support students with special educational needs. Our school aims to enhance students' communication skills and self-confidence through the assessment of School-based Educational Psychology Service, training of School-based speech therapist and implementation of Individual Education Plans.

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

Our school provides additional support for NCS students to facilitate their learning of Chinese; providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; and organising activities to create an inclusive learning environment in the school.

Curriculum Tailoring and Adaptation:

Adapted from the central curriculum, we have designed our curriculum through diagnosing students' needs and abilities to set the goals for our school development plan. Collaborative planning promotes discussion of teaching strategies and evaluation of modules. Teachers draw up year plans, unit plans, reading and writing tasks to foster students' language abilities and competence of Chinese as well as English. Our teachers develop students' problem-solving abilities and creativity through STEAM Education in Maths. Through project learning and STEAM activities in General Studies, we broaden students' generic skills and knowledge.

Home-School Co-operation and School Ethos

Home-School Co-operation:

- 1. Establish Parent-teacher Association and Parent Volunteer Team.
- 2. Organise various activities like the annual picnic, the annual dinner, Theme Day, Christmas party, Sports Day, interest class and voluntary services.
- 3. Encourage parents to actively participate in school activities so as to promote Home-school Co-operation.

School Ethos:

The school fosters a caring, supportive, and uplifting environment. Teachers nurture holistic growth and create opportunities for success. Strong school-parent collaboration ensures a high-quality education.

Future Development

School Development Plan:

- 1. Cultivate students' self-directed learning, innovative thinking, and problem-solving abilities.
- 2. Enhance students' technological literacy and AI skills to meet future challenges.
- 3. Focus on the development of bilingual/trilingual abilities, strengthening students' competitiveness in multilingual environments.
- 4. Emphasize Values Education and social responsibility to nurture students with good character.
- 5. Strengthen students' national identity while broadening their global perspectives.
- 6. Develop students' multiple intelligences and promote the "One Student, One Talent" initiative to support holistic growth.

Teacher Professional Training & Development:

To optimize the effectiveness of teaching through workshops, seminars, professional training and exchanges.

Others

- 1. Open Data Hackathon 2024 Second Prize & Most Community Impact Award
- 2. Drone Challenge (Yuen Long District) Second Prize
- 3. The 4th Hong Kong .Youth STEAM Competition Merit Prize &Public Popularity Award
- 4. Outstanding e-Learning Awards Gold Prize (Chinese Education & Mathematics Education)
- 5. Outstanding e-L earning Awards Merit Prize(English Education)
- 6. Creative lesson plan design competition Excellent teaching design (First Prize) & School Innovation Award
- 7. The graduate of our school obtained 5** in 8 subjects in the 2023 Diploma of Secondary Education Examination.



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Not
applicable

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Dr. Lee Wai Lai Margaret	Ms. Din, Ramida Mohammed	Not Applicable	Private 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					Not Applicable
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
-	Destinatus. Eruditus. Callidus.	2023	English	School Bus	About 110000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-			-	-	
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
\$154,000#	-	-	-	Capital Levy: \$24,000

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
20	1	1	1	Natatorium, Outdoor Basketball court, Outdoor Soccer field, Badminton court, Multi-purpose pitch, Running track, Sky deck
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Music room, Dance studio, Innovation Lab, ICT room, Multi-purpose 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			-	Total number of teachers in the school		12
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%	42%	8%	50%	8%	42%

Class Structure

Class Structure			P1	P2	P3	P4	P5	P6	Total
2024/2025 school year		No. of classes	2	2	1	0	0	0	5
2025/2026 school year		No. of classes	2	2	1	1	0	0	6
Mode of teaching at different levels		Small class teaching with a teacher: student ratio of 1 to 8. All subjects are taught in English, except for Chinese where we use Putonghua.							
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)		0		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							No
Diversified Assessment for Learning	The assessment format may vary based on students' readiness, interest, and learning style. They are not limited to written assessment. Students are assessed through projects and practical, for example.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							No
Streaming arrangement	Students are allocated to classes based on their strengths and 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	7	45 mins	8:25 AM	3:25 PM	12:45 PM - 1:40 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	School nurse Fruit month Sports Programme		-		

Life-wide Learning

Our internationalized curriculum is comprehensive and designed to provide a well-rounded education.

English – UK National Curriculum
Math – Hong Kong Curriculum with Singapore Methodologies
Chinese – Hong Kong Curriculum (Putonghua and traditional Chinese characters)
ICT and STEAM, PSHE, PE, Music, Art – School-based Curriculum with reference to the UK National Curriculum

To deepen our students' learning, we have two 45-minute sessions of ECA during curriculum time. These sessions are compulsory and included in the school fees.

We also have optional after-school activities (ASA) 4 days a week to widen students' learning experiences and for school teams training and development.

School Mission

At Anchors Academy, we aim to provide an inviting and caring environment where the value of each individual is respected and each student's potential is fully developed. We are innovative and have combined the best elements of both Eastern and Western educational ideals. We value cultural diversity and intentionally design our programmes to promote educational and social development.

School Characteristics

School Management

School Management Organisation:

The School Management Committee directs the development and policies, with an administration team consisting of the Executive Director and Principal that lead, manage, support and monitor school development.

Incorporated Management Committee / School Management Committee / Management Committee:

Members of the School Management Committee includes the Supervisor, Executive Director and independent persons.

School Green Policy:

Our school aims to provide a sustainable environment for students, promoting a healthy and environmental-friendly lifestyle. The school also aims to create a 'Green' environment with plants throughout the campus. Students and staff are to contribute to the maintenance of a clean and tidy campus. Food waste machines are available.

School's Major Concerns:

4-Literacy Approach: English Literacy, Chinese Literacy, STEAM Literacy and Information and Technology Literacy

Learning and Teaching Plan

Learning & Teaching Strategies:

We offer a 6-year holistic, well-balanced curriculum, featuring the strengths of the international and local curricula to maintain excellent standards and nurture students' curiosity, initiative, engagement, persistence and creativity. To prepare students for the demands of the 21st century and the ever-developing technological world, the school takes a modern day 4-literacy teaching approach with Language, STEAM and ICT as a key cross-curricula focus.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Values Education is embedded across all subjects. In particular, the PSHE curriculum is further strengthened to include two units focusing on China and Hong Kong's history, geography, and development.
STEAM is a subject in itself, where scientific knowledge and investigations lead to projects that integrate learning in other subject areas.
ICT is a driving force to expand our horizons when we apply the skills we have learned in our daily lives to problem-solving and creating.
Our learning effectiveness is enhanced by starting each day with a short reading lesson to consolidate our reading and literacy skills, which are pivotal in academic success.

Development of Generic Skills:

- 1. Learn-to-learn skills
- 2. High-order thinking skills
- 3. Leadership skills

Cultivation of Proper Values, Attitudes and Behaviours:

Personal development through PSHE lessons.

Student Support

Whole School Approach to Catering for Learner Diversity:

Our school wholeheartedly focuses on student well-being and we put the interests of the student at the centre of everything we do. We excel at providing a safe and secure environment for all our students and pride ourselves on our caring and harmonious ethos. We hire only fully qualified, experienced and highly trained teachers to provide excellent pastoral care and guidance based on our core values.

Whole School Approach to Integrated Education:

We provide teaching adaptation and assessment accommodation for SEN students. Educational assistants are to support student learning, and we employ differentiated instructions and assessments catering to students' strengths and weaknesses. We also provide enrichment programs for fast learners.

Curriculum Tailoring and Adaptation:

Learner differences are catered to base on their unique strengths and needs. Accommodation is offered to students identified with special educational needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:

- 1. Parent volunteers
- 2. Monthly parent meetings
- 3. Parents engagement at assemblies
- 4. Parent-Teacher conference

School Ethos:

To enhance students' learning experiences, we provide unique learning opportunities with our comprehensive extracurricular programmes. They cover all the key learning areas of academics, gifted and talented, the arts, music, leadership, and sports. We develop socially responsible students through community service, charity as well as environmental and sustainability projects.

Future Development

School Development Plan:

- 1. Whole-person development
- 2. Upper primary programme
- 3. Leadership development programme
- 4. House events and activities

Teacher Professional Training & Development:

- 1. Three professional development days
- 2. Bi-weekly subject-based professional development meetings

Others

Scholarship (50% tuition fee remission)

#The proposed fee is pending EDB's approval. The fee(s) in previous school year (2024/2025) is/are as follows: \$146,800



基督教香港信義會宏信書院 ELCHK Lutheran Academy

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Not
applicable

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Rev. Chang Chun Wa	Dr. Lam Hak Chung Patrick	Established	DSS 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
Evangelical Lutheran Church of Hong Kong	Love bears all things, believes all things.	2010	English	School Bus	About 9900 Sq. M
Through-train Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
ELCHK Lutheran Academy					
			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
\$86,190(payable in 10 instalments)#	-	\$100	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
55	3	1	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Space Hub, Incubator Base, Scholar's Plate, Black Box Theatre, Learnopia, Performance & Lecture Theatre, Computer & Multimedia Language Laboratory, I.S. Laboratory, Green Kitchen, Performing Arts Studio, Creative Arts Studio.				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			-	Total number of teachers in the school		138
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
85%	100%	54%	8%	54%	26%	20%

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	3	3	3	3	3	18
2025/2026 school year (Based on the approval of EDB in 2025)	No. of classes	-	-	-	-	-	-
Mode of teaching at different levels	1. As an IB PYP World School, the school adopts an inquiry-based teaching and learning approach, encouraging students to conduct self-directed learning. 2. Subject integration with an ICT infused curriculum. 3. Small class teaching in language subjects, promoting more communication and interaction between teachers and students.						
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)	0		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies					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	A wide variety of assessment tasks including individual/group project, performance, reflections, exhibition, tests and presentation etc.				
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	We split the students with similar learning styles / attitude / capabilities in smaller groups, especially during Chinese language classes, so as to cater for learning diversities.				

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	8:45 AM	3:45 PM	12:40 PM - 1:40 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by school and arranged by parents.	1. The School encourages the students to do more exercises and provides enough PE classes per week. 2. Food is prepared at the School's Green Kitchen to ensure the meals are fresh and of high nutritional values.		-		

Life-wide Learning

Basketball, Dodgeball, Football, Table Tennis, Volleyball, Zumba & Yoga, Movie, Board Games, Arts & Crafts, Drama, Japanese Culture, Photography Club etc.

School Mission

Through Christian education, LA pledges to cultivate students' ethics and morality to act with integrity and honesty. They think, inquire, interact, reflect, strive and excel within and beyond our school-based international curriculum framework. As a school that values and celebrates respect for diversity, we are dedicated to fostering students' consciousness of Chinese culture, and equipping them with international-mindedness and holistic abilities for lifelong learning.

School Characteristics

School Management

School Management Organisation:

The IMC authorises the school Principal to manage the overall school daily routine and decision-making on the policy. The school Principal will also manage the teaching staff.

Incorporated Management Committee / School Management Committee / Management Committee:

Incorporated Management Committee.

School Green Policy:

Policies include the reduction of the usage of paper, save energy and water, use of solar panel located at the rooftop of the school, running a green kitchen to promote healthy diet. Source separation of waste and recycling program are also implemented.

School's Major Concerns:

- 1. Nurture wellness in our community through social-emotional learning
- 2. Foster personalised learning to maximise students' potential in a changing world
- 3. Foster a culture of international-mindedness

Learning and Teaching Plan

Learning & Teaching Strategies:

As an IB PYP World School, we incorporate local and global issues into the curriculum, asking students to look at six related, transdisciplinary themes and to consider the links between them. We also adopt an ICT infused approach in which the use of ICT is seamlessly integrated with the curriculum to strengthen the effectiveness of teaching and learning.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Ensure the infusion of ICT into the curriculum, so that the students could enjoy interactive and inquiry-based learning via technology.

Development of Generic Skills:

- 1. Focus on whole-person development.
- 2. The teaching of generic skills will be integrated into the IB PYP curriculum.

Cultivation of Proper Values, Attitudes and Behaviours:

LA is committed to fostering a conducive learning environment that can expand students' global citizenship to harness positive values and attitudes. With that in mind, LA has been embedding Positive Education into the IB curriculum through the implementation of the IB Learner Profile and Approaches To Learning skills, as well as the EDB Values Education Framework. On top of this, teachers are committed and well-equipped to deliver well-being practices and events to nurture students' social and emotional learning. On-going evaluation and informal assessments by the school's Pastoral Care team, form an integral part of the strategies that allow teachers to monitor and provide constructive feedback to cultivate students' growth mindset.

Student Support

Whole School Approach to Catering for Learner Diversity:

Our school continuously maintains close communication with guardians concerning students' learning progress and needs. Teachers provide constant feedback and relevant support for students in need. The Inclusive Learning Team works collaboratively with teaching staff and professionals to identify students' learning needs by providing interventions accordingly, including individual and small group training.

Whole School Approach to Integrated Education:

Our school adopts a 3-tier support model whereby the Inclusive Learning Team works collaboratively with staff members as well as school-based therapists to cater for diverse learning needs, including academic, social-emotional and behavioural concerns.

Teaching staff receive regular training to constantly enhance teaching strategies by providing early identification and interventions, such as individual or small group 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; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; 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..

Curriculum Tailoring and Adaptation:

In Unit of Inquiry, teachers design a variety of theme-related, non exam-style activities to assess students through speaking, writing, visual presentation, etc. After providing general guidance, teachers encourage students to complete the tasks using innovative methods. Thus, students are able to demonstrate and develop their potentials in different areas.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Parents will be invited to join the Lutheran Association of Parents and Teachers (LAPT) and contribute in daily school affairs, sharing their experiences and expertise with students, fostering love and care at home and promoting the school image in the community.

School Ethos:

- 1. We stress on an integrated program for pastoral care, discipline and counseling.
- 2. Character building program for our students and staff.
- 3. Role modelling from our staff and students.
- 4. Learning by doing in daily school life.

Future Development

School Development Plan:

- 1. Foster community wellness through Christian Character, SEL comprehension and application and collaborative stakeholder efforts.
- 2. By fostering student autonomy and cultivating information literacy to develop future-ready students who can maximise their potential for success in a changing world.
- 3. Foster international-mindedness by cultivating global awareness, facilitating student exchange and service, and nurturing cultural competence.

Teacher Professional Training & Development:

- 1. Teachers attend overseas international curriculum workshops as well as EDB workshops or seminars.
- 2. Teachers are trained to infuse ICT into the process of learning and teaching.

Fee Remission

Our school offers full school fee remission, 3/4, 1/2 or 1/4 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 before 3 month(s) of commencement of the new school year. Application results will be announced within 2 month(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

The school provides fee remission program.

#The proposed fee is pending EDB's approval. The fee(s) in previous school year (2024/2025) is/are as follows: \$84,500



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<https://elchkls.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
Ms. Chan Wai Yin	Mr. So Ping Fai, M.H.	Not Applicable	Private 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					Not Applicable
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
THE EVANGELICAL LUTHERAN CHURCH OF HONG KONG	Faith Hope Love	2016	English	School Bus; Nanny van	About 4004 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
-			-		-
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
\$76,000 (to be paid in 10 instalments)#	-	-	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
18	3	1	1	Volleyball Court; Basketball Court; Badminton Court; Running Track; Hopscotch and a long-jump area.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Multimedia Library; Computer Room; STEM Room; Music Room; English Room; Medical Room; Counselling Room and Multi-function Room				Counselling Room.

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		33
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
88%	100%	38%	10%	41%	36%	23%

Class Structure

				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year				No. of classes	3	3	3	3	3	18
2025/2026 school year				No. of classes	3	3	3	3	3	18
Mode of teaching at different levels		1. All classes are conducted in small classes of about 25 students, allowing for higher interaction between students and teachers. 2. The school is characterized by a multi-dimensional, interactive and inspirational curriculum, with emphasis on inquiry-based and dynamic learning, fostering self-motivated learning.								
Remarks		Through collaborative and cross-disciplinary learning, the school aims to develop students' interest to explore beyond what is taught, nurturing high-level thinking, a critical mind, and problem solving and trilingual skills.								

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	A school-based multiple assessment strategy: 1. Classroom learning: questions and answers, discussions, activities, reports and sharing 2. Daily assignments: homework, online exercises 3. Special assignments: project-based learning, Science and Technology research activities 4. Formative assessments: Chinese, General English, Maths, General Studies, STEM.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	P.1 to P.3: Classes are arranged according to the comprehensive abilities of the students to consolidate their foundation and happy learning. P.4 to P.6: Classes are arranged according to the students' abilities and needs to cultivate their potential and pave the way for the future						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	10	30 mins	8:20 AM	3:15 PM	12:35 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Arranged by the school + parents.	Students are encouraged to do sports. Every week, two periods of Physical Education and extra morning exercises are in place. Lunch arrangements are out on tender for quality assurance.		The weekly schedule includes a set of regular classes such as RWI, Drama, Current Affairs, and MI, and also includes extracurricular activity (ECA) classes on Fridays.		

Life-wide Learning

Annual Thematic Teaching Weeks: STEM Week, Explore the World Week, Chinese Cultural Week, Talent Quest, Current Affairs & General Studies Week, Positive Education Week and Religious Week.

Distinctive Inter-school Activities: Inter-school Art Exhibition organized by the Evangelical Lutheran Church of Hong Kong, Music Concert.

Diversified Extracurricular Activities and Interest Classes: Orchestra, Choir, Painting, Sports, Foreign Languages, Advanced Mathematics, STEM Maker, Debating, Uniform Teams.

School Mission

ELCHK Lutheran School aims to nurture a Christian character in our students through whole-person education by instilling biblical values and a healthy lifestyle. We strive to provide a rich language environment for learning and an all-encompassing curriculum so that our students can acquire a high proficiency to master Bi-literacy and Tri-lingualism. We also aim to develop their multiple intelligences and high-order thinking ability through both the formal and informal curricula. As a provider of quality education, we are committed to preparing our students to become global citizens who are happy to learn, skillful in communication, eager to shoulder responsibility and courageous in innovation.

School Characteristics

School Management
School Management Organisation: To foster the school development, the School Management Committee formulates the education vision and mission and manages the school affairs, while the principal leads the different administrative committees on planning and implementation of school plans.
Incorporated Management Committee / School Management Committee / Management Committee: Our school is monitored by the School Management Committee with four representatives of different backgrounds. They are the Supervisor and five members from the sponsoring body.
School Green Policy: To nurture our students' better understanding of environmental protection, our school provides many experiential programs and activities.
School's Major Concerns: 1. Through the implementation of the IF plan, you can understand yourself, make good use of your personal strengths, establish positive thinking, and plan future development goals. 2. In the spirit of Christ, we cultivate good living habits through exercise and reading, and cooperate with the Education Bureau's 4Rs Mental Health Charter to improve physical, mental and spiritual quality. 3. Actively plan school-based STEM projects, encourage students to create and practice, and enhance their interest and awareness of science and technology innovation.
Learning and Teaching Plan
Learning & Teaching Strategies: 1. The school uses English as the main medium of instruction and has a unique school-based curriculum, including STEM subjects, life education and current affairs learning. 2. Thematic learning weeks are also held every year to enable students to apply what they have learned in practice and broaden their horizons. 3. The school attaches great importance to cultivating students' ability to innovate and comprehensively apply knowledge and skills, establish positive thinking, cultivate good character, and practice a healthy lifestyle. 4. Understand the 17 goals of UNESCO's SDGs and integrate them into subject teaching and broaden students' horizons.
Development of Major Renewed Emphases of the Primary Education Curriculum: The school-based curriculum and class schedule make good use of the school hours to create space and promote the balanced development of students' body and mind; enriching life-wide learning experiences to promote whole-person development; Strengthen values education, cultivate humanities and science literacy, and cultivate students' reading, information literacy and lifelong learning capabilities.
Development of Generic Skills: Develop students' communication and collaboration skills through language and drama lessons, with systematic training in logical thinking and skills in reading, writing, listening and speaking; develop students' calculating, studying, IT learning, problem-solving, self-managing and analyzing skills through a comprehensive mix of subjects including Maths, General Studies, STEM, Computer Studies, Current Affairs and Life Education.
Cultivation of Proper Values, Attitudes and Behaviours: Our school promotes positive education and the 7 Habits of Highly Effective People, aiming to help students to develop positive attitudes, and learn how to manage emotions. We nurture students to develop their strengths and potential, and we conduct life-wide learning activities and thematic learning weeks, and foster learning from life experiences, while developing a healthy lifestyle and a positive thinking mindset.
Student Support
Whole School Approach to Catering for Learner Diversity: Adopt a cooperative learning strategy, use group interaction and peer-to-peer tutoring to improve the learning performance and attitude of less able students. Carry out top-notch activities for outstanding students, and also recommend gifted students to participate in external school courses and competitions. Set up basic enhancement classes after school to provide learning support for students with different needs.
Whole School Approach to Integrated Education: The school's Learning Support Team works with professionals and teaching staff to take care of students' different needs, including special learning needs, emotional and behavioral problems, so that every student can develop their full potential.
Curriculum Tailoring and Adaptation: Provide appropriate after-school training and group learning activities according to the different needs of students to enhance their learning effectiveness. Teachers design diversified activities on different topics to train students' speaking, writing and reporting skills, and provide interview skills training for upper primary years.
Home-School Co-operation and School Ethos
Home-School Co-operation: The school proactively invites parents to participate in school functions and activities, act as parent volunteers and attend various seminars. Fostering a vision of love and care forms the backbone of our school's approach in education.
School Ethos: 1. We strive to develop students' well being and teach them to flourish intellectually, emotionally, socially, and physically, and to provide a holistic approach to student development. 2. We adopt insights from "The 7 Habits of Highly Effective People" to foster good habits, understandings, attitudes, and behaviours from a young age. 3. To instill moral values we guide and manage discipline through: 'Students' Codes of conduct', 'Super-Kids awards', 'Positive-Lutheran-Individuals', alongside Life Education. 4. We believe that every student has a unique potential that deserves to be respected and explored. Students not only learn knowledge, but also learn how to be responsible citizens and give back to society. Our goal is for every student to thrive in this environment of love and hope, to reach their potential, to impact the world, and to be the light of the world.
Future Development
School Development Plan: We optimize our school-based curriculum in response to the constant changes in the education needs; cultivate our teachers and students with a global vision and promote self-enhancement in them. We liaise with external education institutions to cooperate and share knowledge. We nurture our students to be 'citizens of the world' with creativity and good communication skills, who can also find pleasure in learning and have courage to take responsibility.
Teacher Professional Training & Development: Organize teacher training workshops and teaching experience sharing sessions to enhance teachers' professional knowledge. Encourage teachers to pursue advanced studies, join teaching seminars, talks and overseas visits. Teachers can pursue advanced studies based on their own needs and interests as a self-enhancement. Teaching staff will have regular sharing sessions to share their teaching experiences with each other.
Others
The school has scholarships programme in place to award students with outstanding performance and conduct. We encourage students to participate in various competitions outside of the school to explore their potential. Students have won numerous awards in inter-school recitation festivals, music competitions, dance competitions, Olympiad Maths and writing competitions. Every year, the school participates in joint school music exhibition and visual arts exhibition held by the affiliated associations. The school's affiliates have close ties with churches overseas, and the school arranges overseas exchange activities for students to broaden their horizons. #The proposed fee is pending EDB's approval. The fee(s) in previous school year (2024/2025) is/are as follows: \$73,000



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http://www.gigamind.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
Dr. Chan Po King Betty	Principal Law Yue Kwan	Not Applicable	Private 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					Not Applicable
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Gigamind Education Foundation Ltd.	To tap the children's potential in a lively learning environment. To care and respect the children, teaching staff and parents.	2001	English	School Bus; Nanny van	About 5000 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
\$121,000 (in 11 installments)#	-	\$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	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Music Room (1), Computer Room (1), Art Room (1).				-

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		21
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
71%	100%	52%	-	47%	29%	24%

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	No. of classes	2	2	2	2	2	12
Mode of teaching at different levels	20 students in a class. The programmes can be conducted in individual tutorial groups, small groups or small classes. We use English as the medium of instruction in all subjects except for Chinese which is taught in Putonghua. We use English in all activities to further enhance our active immersed English learning environment.						
Remarks	Since the 2017-2018 school year, basically our P.6 graduating cohorts can have direct access to Yew Chung International School – Secondary.						

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					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	The aim of assessments in our school is for improving students' learning. We use different ways to assess the students. The assessment results are criterion-based and with the reference of teachers' comments and suggestions. We will not rank the 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					No
Streaming arrangement	Our classes are mixed-abilities. This creates opportunities for students with different talents to learn from each other and support each other.				

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	9:00 AM	4:10 PM	12:30 PM - 1:20 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and The schools can help to rehearse the lunch boxes.	We refer to the suggestions of healthy eating from the Centre for Health Protection. We work closely with the environmental protection organisations to provide a "green" health education.		-		

Life-wide Learning

We arrange many excursions, educational visits and co-curricular activities to enrich the learning experiences of our students. Co-curricular activities including Contemporary Dance, Table-tennis, Badminton, Basketball, Rope Skipping, Gymnastics, Drama, Art, Violin, painting, etc.

School Mission

Gigamind offers quality education aiming to stimulate the development of children's "Multiple Intelligences" which inspires children's minds, language skills and develop their potential to the fullest extent as "whole person". Scientific thinking and moral education are emphasized to lead children to the quest for truth and the mastery of technology in the future.

School Characteristics

School Management
School Management Organisation: Our school is directed by the Gigamind Education Foundation, which has been incorporated as a charity organisation. Chairman of the Foundation, Professor Paul Yip is also the head of Yew Wah Education Foundation. The directors of the foundation are experienced in education and serving the community. The School Management Committee sets the principles for running the school, which is planned and undertaken by the school staff team led by the principal.
Incorporated Management Committee / School Management Committee / Management Committee: The School Management Committee is led by the supervisor, Dr. Betty Chan (CEO of Yew Chung Education Foundation).
School Green Policy: We introduce both formal and informal educational programmes to promote environmental protection. The school hall with glass dome provides natural lighting and special mechanism is used to monitor the central air conditioning. We also provide recycling facilities for teachers and students.
School's Major Concerns: To provide a lively learning environment for developing children's potential. To establish a caring and respectful relationship among children, teaching staff and parents.
Learning and Teaching Plan
Learning & Teaching Strategies: We have established an English immersion learning environment. English is used throughout the school, in all the activities and all the subjects except for Chinese which uses Putonghua. Our English and Chinese curricula are completely school based and tailor- made for our students. With the benefit of small class size, only 20 students, we emphasize the participation and interaction of students in learning. Our Integrated Studies and English implement the Thematic Approach with subject integration. We also arrange educational visits to museums, etc. to enrich our teaching programmes.
Development of Major Renewed Emphases of the Primary Education Curriculum: We offer quality education aiming at stimulating the development of children's "Multiple Intelligences" through pedagogically sound teaching methods which are bound to inspire children's minds and develop their potential to the fullest extent. In our school, scientific thinking is emphasized to lead children to the quest for truth and the mastery of technology in the future. Artistic creativity helps children develop their capability in both imaginative and creative domains, bringing a new stimulus for the knowledge-oriented society. Religious and moral enlightenment nurture an optimistic and positive view on students and develop their gratitude, love and forgiveness. They are fundamental attributes for building up a peaceful society.
Development of Generic Skills: Special teaching strategies are used to emphasize the participation and interaction of students in learning to develop their communication skills, creativity and critical thinking skills.
Cultivation of Proper Values, Attitudes and Behaviours: Religious and moral enlightenment nurture an optimistic and positive view on students and develop their gratitude, love and forgiveness. They are fundamental attributes for building up a peaceful society.
Student Support
Whole School Approach to Catering for Learner Diversity: Individual support in Chinese literacy and Putonghua for foreign students. Individual guidance is given to students who are weaker in languages. Guided reading is provided accordingly. We develop programmes for different talent domains and with different levels.
Whole School Approach to Integrated Education: The school accommodates students with diverse abilities by implementing policies such as small class sizes of no more than 20 students per class, flexible curriculum design, and avoiding student comparison. Teachers will collaborate with parents to make appropriate arrangements to promote students' studying.
Curriculum Tailoring and Adaptation: Our English and Chinese curricula are completely school based and tailor-made for our students. Our Integrated Studies and English implement the Thematic Approach with subject integration.
Home-School Co-operation and School Ethos
Home-School Co-operation: We publish a "Parents Newsletter" every week. Besides direct contact with parents, we also provide formal meetings through Parents Day and seminars. Our Parent-Teacher Association organizes recreational activities regularly. PTA also implements the story book purchasing programme and Book Report Competition, organises the Parents Volunteer Team, arranges the Graduation Dinner, and assists teachers in different school activities such as Open Day and Sports Day.
School Ethos: Based on Christian values and moral enlightenment, we nurture the children to have an optimistic and positive view in life. Students are encouraged to develop and practice virtues of gratitude, love and forgiveness and all these virtues lay the foundation of a peaceful society. The school converges students' personal development into science, art and other subjects.
Future Development
School Development Plan: To make use of the advantage of a small school with small classes, provide more opportunities for students to participate in activities in order to strengthen our caring and respectful culture which helps the students to develop their fullest potential. To improve our IT network, and to enhance the IT and library resources for enhancing students' self-directed learning.
Teacher Professional Training & Development: To provide both school-based and external professional training for our teaching staff. To join the professional activities of the Yew Chung Yew Wah Education Network. To enhance our quality education and school-based language curriculum.
Others
The school supports students to apply for different kinds of scholarships, including both academic and non-academic categories. Our students have joined over 40 different kinds of inter-school competitions, including music, dancing, speech, art, writing and various types of sports. We have also nominated students to join the gifted education programmes organized by EDB and the universities. #The proposed fee is pending EDB's approval. The fee(s) in previous school year (2024/2025) is/are as follows: \$116,600 (in 11 installments)



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W F Joseph Lee Primary School

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Not
applicable

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Dr. Lee Joseph	Ms. Poon Ka Suen Victoria	Not Applicable	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					Not Applicable
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Wofoo Foundation Ltd.	Wisdom, Faith, Love	2002	Chinese (incl.: Putonghua) and English	School Bus	About 7200 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			

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
\$19,300	-	\$50	-	Entrance Examination Fee: \$75 Registration fee: \$630

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	4	2	1	Sports and Arts Building: Equipped with a swimming pool, a multi-purpose hall, the activity room and a playground. A Butterfly Eco-garden on campus.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
9 special rooms (Computer Room, STEM Room, Science Room, 2 Music Rooms, Visual Arts Room, Dance Room, Campus TV Studio & Band Room)				Ramp, Accessible lift, Accessible toilet and Tactile guide path plan.

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

Number of teaching posts in the approved establishment			-	Total number of teachers in the school		72
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
90%	100%	32%	35%	32%	21%	47%

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 (Based on the approval of EDB in 2025)	No. of classes	-	-	-	-	-	-
Mode of teaching at different levels	Putonghua and English are the two main mediums of instruction. To cater for learner diversity, students are grouped in particular subjects according to their abilities. Extra individual support would be arranged to students with special needs or slow learners.						
Remarks	English as the medium of instruction: English, Language Arts, Math (P.4-P.6), Science, Music, Visual Arts and Physical Education; Putonghua as the medium of instruction: Chinese, Picture Book and Humanities; Cantonese as the medium of instruction: Math (P.1 to P.3), ICT, Character Building.						

Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	0	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)	0	Number of exam(s) per year (P2 to P6 only)	2		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies					Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders					No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					No
Diversified Assessment for Learning	Formative and Summative assessments would be arranged 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	Mixed ability according to the academic performances.				

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	40 mins	7:55 AM	3:15 PM	12:50 PM - 1:45 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Recess time offers various activities and performances such as table tennis, hula hoops, badminton, Math Corner, Science Corner, and Firefly Stage to allow students to stretch their bodies and have fun. The school also arranges weekly classes on Multiple Intelligence and Character Building to help students achieve a balanced and whole-person development.		The school adopts a House League, where our teachers and students are grouped into seven houses, and the Buddy System, with the aim to strengthen peer relations and promote moral and values education.		

Life-wide Learning

We provide various musical instruments training & sports training. We have other activities like choral speaking, Olympiad Math, choir, brass band, hand chime, uniform groups, etc. Multiple Intelligence Programme is scheduled in our regular timetable.

School Mission

We believe the overall aim of education is to enable every child to attain whole-person development. "Harmony brings a family prosperity, cohesion makes a nation wealthy." We envision students to develop into well-rounded individuals possessing the desired qualities of Lifelong Learners, Wise Decision-makers, Responsible Citizens and Moral Leaders.

School Characteristics

School Management
School Management Organisation: Under School Management Committee, the Principal leads different administrative groups to manage the school, including school development, learning and teaching, character building, student development and life-wide learning.
Incorporated Management Committee / School Management Committee / Management Committee: The School Management Committee includes teacher and parent representatives.
School Green Policy: With our school-based green school policy, we implement the 7R green concepts in whole-school approach: Resist, Reduce, Reuse, Recycle, Replace, Re-educate and Rethink.
School's Major Concerns: 1. Building students' positive character and values through social and emotional development. 2. Achieving learning and teaching excellence through advancement in education technology. 3. Serving the community through collaboration with stakeholders and partners.
Learning and Teaching Plan
Learning & Teaching Strategies: The core of our school-based Curriculum Framework revolves around three major areas of student development: 1. Academic Development 2. Talent Development 3. Moral Development The school establishes seven learning goals: 1. National Identity 2. Proper Values and Attitudes 3. Knowledge of Key Learning Areas 4. Language Skills 5. Generic Skills 6. Reading and Information Literacy 7. Healthy Lifestyle
Development of Major Renewed Emphases of the Primary Education Curriculum: Our school plans the whole-school curriculum to strategically integrate the following major renewed emphasis (MRE) for coherent and systematic implementation in our school development plans alongside our school priorities for the next 3-6 years: 1. extending "Reading to Learn" to "Reading across the Curriculum"; 2. promoting STEAM education and digital literacy; 3. promoting Cross-disciplinary learning; 4. diversifying life-wide learning experiences; 5. strengthening values education; 6. catering for learners' diversity.
Development of Generic Skills: Through 12 approaches of learning and teaching, the school empowers students to develop the nine generic skills such as communication skills, collaboration skills, self-management skills and problem-solving skills. Their learning outcomes will be presented to parents at the end of each school term. The school also broadens students' learning experience through MI, Extra-Curricular Activities (ECA) and School Teams, promoting their whole-person development throughout the six-year primary education.
Cultivation of Proper Values, Attitudes and Behaviours: The school promotes Character Building through formal curriculum, informal curriculum and hidden curriculum. Adopting a situational approach, Character Building Lesson is the formal curriculum. As for the informal curriculum, MI and other school activities integrate character education into students' daily interactions with teachers and schoolmates. School ethos, campus environment, teaching policies are hidden curriculum that subtly nurtures moral values in students' everyday life.
Student Support
Whole School Approach to Catering for Learner Diversity: The school has set up a student support team to provide appropriate support to students with different abilities.
Whole School Approach to Integrated Education: The school provides support to students with special educational needs through the Student Support Team, which includes the Special Educational Needs Coordinator, School Social Worker, School-based Speech Therapist, School-based Educational Psychologist, and Teaching Assistants. In terms of academic support, the team offers homework and exam accommodations for students with special educational needs, as well as after-school study groups to help students with slightly lower grades by remedial classes. Additionally, both on-site and outsourced services are available to support students with their social, emotional and other related needs.
Education Support for Non-Chinese Speaking (NCS) Students: Our school provides additional support for NCS students to facilitate their learning of Chinese: appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; 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 our school uses Putonghua to teach Chinese in all classes / groups at all levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc.
Curriculum Tailoring and Adaptation: For P.1 students, the school arranges adaptation activities and there is no examination for them. In addition, the school provides elite classes for high-ability students and offer support to less able students. For students with SEN, the school can make homework adjustments or proper arrangements for their assessment.
Home-School Co-operation and School Ethos
Home-School Co-operation: The Parent-Teacher Association (PTA) provides different kinds of parent volunteer opportunities, such as recruiting library helpers, lunch helpers, story Mum and story Dad, etc. They not only assist the school in organising various activities, but also help teachers in preparing teaching materials. In addition, the PTA holds talks regularly to strengthen parent education and parent-child relationship, enhancing the effectiveness of home-school cooperation.
School Ethos: The school educates students to understand and embrace life with perseverance, integrity, commitment and responsibility, as well as to appreciate life with respect and care. By learning how to appreciate, accept and care for others, positive character and behaviour will follow, resulting in an open-minded and mutually respectful social culture. We put students at the centre of everything we do. Apart from providing quality education, the school promotes teacher professional development, strengthens home-school cooperation, as well as engages in and makes positive impact to the community.
Future Development
School Development Plan: The school adopts a learner-focused approach which emphasises students' whole-person development, as well as cultivates talents who have both good character and capabilities. By enhancing teacher professional development and leadership capacity, we continuously improve and sustain school development so that we leverage our resources to make continuous improvement and community contribution.
Teacher Professional Training & Development: Team planning is organised every week. Teachers are encouraged to participate in different professional development workshops so as to get the latest educational information and share their learning to enhance teaching effectiveness.
Fee Remission
Our school offers full school fee remission, 3/4, 1/2 or 1/4 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 4 week(s) of commencement of the new school year. Application results will be announced within 4 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
The school has scholarships for outstanding students and fee remission programmes for those with financial difficulties, subject to the availability of funds under the school tuition and fee remission / scholarship schemes.



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<https://zenithkindergarten.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
Ms. Li Siu Ping	Mr. Chang Kwong Tak	Not Applicable	Private 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					Not Applicable
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
ZENITH International Education Foundation	Kind, Wise, Delight, Integrity	2019	Chinese (incl.: Putonghua) and English	School Bus	About 3000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-					
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
\$85,800 (in 11 instalments)	-	-	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
13	1	1	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Music Room, IT Room, Visual Art Room, Multi-purpose Room.				-

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		6
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
60%	100%	20%	-	30%	10%	60%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year		No. of classes	1	1	1	1	1	6
2025/2026 school year		No. of classes	1	1	1	1	1	6
Mode of teaching at different levels		Classes are conducted with the grouping method and taught bilingually by English as the major language and Mandarin for Chinese subjects.						
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)	2	Number of exam(s) per year (P2 to P6 only)	2		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies					Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders					No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					No
Diversified Assessment for Learning	Assessments would be arranged 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					No
Streaming arrangement	Not applicable.				

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	8:30 AM	3:30 PM	12:35 PM - 1:35 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by school and arranged by parents.	The school helps students build up a healthy living style through different activities such as Sports Activities, Parent-child farming activities, One Person One Flower Scheme, and Joyful Fruit Month.		Diversified activities are provided during recess and lunch break. Chinese, English, Mathematics and General Studies remedial class, tutorial class. After-school provide extracurricular activities.		

Life-wide Learning

Our School highly encourages children to take part in various school competitions and activities to build self-confidence, challenge themselves and enhance their knowledge, including readings in English and Mandarin Speech Competitions, a Sudoku contest and a music festival. Under the guidance of teachers, coupled with regular practice, they have been awarded medals of merit in successive years.

School Mission

- 1. We love our children.
- 2. We care about our children.
- 3. EXPLORE THEIR OWN POTENTIAL.
- 4. CULTIVATE MORAL DEVELOPMENT.

School Characteristics

School Management
School Management Organisation: To authorises the school Principal to manage the overall school daily routine and decision-making on the policy. which include school development, education administration, learning & teaching, student support & ethos and life-wide learning.
Incorporated Management Committee / School Management Committee / Management Committee: ZENITH International Education Foundation Management Committee
School Green Policy: Green school, environmental education, environment-friendly facilities, save resources.
School's Major Concerns: 1. We offer an excellent learning environment and teaching strategies to enhance effective and enjoyable. 2. We provide a holistic learning experience for them to develop their full potential. 3. We employ new technology to enhance teaching and learning.
Learning and Teaching Plan
Learning & Teaching Strategies: Our school offers a diversity of courses that seeks to educate students in a comprehensive manner. By cooperative and interdisciplinary learning, we aim to cultivate student's exploration and learning abilities as well as to develop and pursue a broader perspective. Our school will also provide an environment that strengthens student's language capability by utilizing English and Putonghua as the MOI (Medium of Instruction). Through improved learning and teaching methods and integrated school activities with a variety of courses, we intend to enrich our education qualities.
Development of Major Renewed Emphases of the Primary Education Curriculum: 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: Engage students in different learning contexts through co-operative learning, group discussion, role play and some other interactive learning activities to promote a spectrum of generic skills.
Cultivation of Proper Values, Attitudes and Behaviours: Promoting positive values and attitudes A positive thinking and learning environment has been established in our school through the implementation of formal and informal teaching. The curriculum helps students build self-confidence and enhance their ability to face challenges by cultivating their positive thinking and problem-solving skills. Additionally, the conducting of systematic moral education and counseling activities helps students establish positive personal values and promote healthy teacher-student relationships so as to create a positive school campus.
Student Support
Whole School Approach to Catering for Learner Diversity: In order to cater for students' learning diversity, small class teaching, homework tutoring and preparation for Cambridge English are implemented in our school curriculum.
Whole School Approach to Integrated Education: Design flexible support program with parents to fit the students' learning needs.
Education Support for Non-Chinese Speaking (NCS) Students: Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; and developing school-based Chinese Language curriculum and/or adapting learning and teaching materials.
Curriculum Tailoring and Adaptation: Our English Curriculum is completely school based, we have designed our curriculum through diagnosing students' needs and abilities to set the goals for our school development plan. Collaborative planning promotes discussion of teaching strategies and evaluation of modules. Teachers plan the year plans, lesson plans, reading and writing tasks to foster student's language abilities and competence of English as well as Chinese.
Home-School Co-operation and School Ethos
Home-School Co-operation: Promote a harmonious teacher-parent relationship through regular meetings, seminars, activities and workshop. Encourage parents to actively participate in school activities so as to promote Home-school Co-operation.
School Ethos: Indigenous school ethos; self-disciplined; willing to serve others. Harmonious relationship among students and teachers. High team spirit among staff.
Future Development
School Development Plan: 1. Small-class teaching. 2. To implement interactive e-learning to promote the STEAM curriculum. 3. Arouse students' curiosity, creativity and enhance students' learning outcomes through different teaching designs. 4. To promote the growth of students through reinforcing the character education.
Teacher Professional Training & Development: Team planning is organised every week. Teachers are encouraged to participate in different professional development workshops to get the latest educational information and share their learning to enhance teaching effectiveness.
Others
In order to encourage our students to have better performance in different aspects, we provide difference scholarships for outstanding performance in conduct, academic, extra-curricular activities.