



香港道教聯合會雲泉學校

Hong Kong Taoist Association Wun Tsuen School

2 ON YAN STREET, KWUN TONG, KOWLOON

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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 Kwong Hon	Ms. Cheung Po Man Rowena	Established	Aided Whole Day	Co-ed	Taoism
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Hong Kong Taoist Association	Grasp Principles, Cultivate Virtues	1969	English	School Bus; Nanny van	About 7071 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	

2026/2027 Annual School Charges

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

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	1	1	1	Our school officially moved to On Yan Street's new campus in January 2025.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Library, Music Room, Visual Arts Room, Inno Space, Language Room, Multi-purpose Room, Student Activity Centre, 2 basketball courts, Science Hub, Sky Gardens, Small Group Teaching Rooms, and Discipline and Counselling Room.				Ramp, Accessible lift, Accessible toilet, Braille and tactile floor plan, Tactile guide path and Accessible public information / service counter.

Teaching Staff Information (including School Head) in the 2025/2026 school year

Number of teaching posts in the approved establishment			48	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
88%	100%	33%	54%	26%	21%	53%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total	
2025/2026 school year		No. of classes	4	5	3	4	4	4	24
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)		No. of classes	4	4	5	3	4	4	24
Mode of teaching at different levels	P.1 to P.6 feature small-class teaching. We offer enrichment and remedial classes for diverse abilities, and join the 'Early Identification and Intervention Programme for Primary One Students with Learning Difficulties' to support students with special educational needs.								
Remarks	As we strive for excellence in all areas, we have changed to a more collaborative pedagogical teaching model to fit our needs. All our teachers plan, teach and assess the curriculum in groups (according to class levels) in order to ensure that the students' learning experiences are cohesive and aligned.								

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. Progressive assessments are arranged in different subjects to follow students' learning progress throughout the year. 2. Assessing students' abilities by various assessment methods such as group discussions, presentations, reading reports, project learning and learning portfolios.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	In order to cater to learner differences, P.2 to P.6 students are streamed according to their academic results.				

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:10 AM	3:15 PM	12:20 PM - 1:15 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Our school prioritises student well-being and encourages healthy lifestyles. Mindfulness practices enhance self-awareness, emotional management, and inner peace. Furthermore, we join health initiatives—Morning Exercises, Joyful Fruit Month, SportAct, the '4Rs Mental Health Charter', and 'MVPA60'—to cultivate lifelong healthy habits, holistic development, and personal life planning.		Class teacher periods, weekly assemblies, personal growth education, integrated arts activities and tutorial classes are held. School library and computer rooms are open for students during recess and after-school periods. In addition, after-school learning support programmes are organised for students in need.		

Life-wide Learning

Every year, our school thoughtfully curates a variety of visits and workshops tailored to our students' curriculum and learning needs. We also host a Life-wide Learning Day featuring museum tours and outdoor field exploration, alongside cross-border exchange programmes. By immersing students in authentic experiential learning, we enrich their extra-curricular knowledge and fulfill their Five Essential Learning Experiences.

School Mission

The mission of our school is to instill lifelong learning habits through a positive and well-structured multicultural learning environment in which all students attain a quality education. This will be achieved through the development of a well-balanced curriculum which recognizes the need for growth in attitude, knowledge and skills through moral, intellectual, social, physical and aesthetic development.

School Characteristics

School Management

School Management Organisation:

The Incorporated Management Committee is responsible for supervising and managing the school. The Board consists of the School Policy Management Committee, the Financial Supervisory Committee and the Learning and Teaching Committee, which cooperate to plan and execute development projects, and communicate with the Parent-Teacher Association, the Alumni Association and the teaching staff closely.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee of the School has been established. Members of the Committee consist of the representatives of the Sponsoring Body, parents, teachers and professionals.

School Green Policy:

1. Launching the "Air-conditioning Free Day".
2. Striving to conserve energy and water; reduce effluents and waste, and promote recycling.
3. Set up food waste composter and recycling bins to encourage students to sort and recycle.
4. The new school campus is equipped with an energy-saving system, solar photovoltaic panels, and the entire school uses eco-friendly LED light tubes.

School's Major Concerns:

1. Establish a healthy lifestyle to achieve balanced physical and mental development
2. Cultivate an interest in extensive reading and develop an active reading habit
3. Cultivate information literacy, use information and information technology in a rational and responsible manner

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Adopting student-centered teaching strategies which enhance students' learning motivation.
2. Focusing on the communication and feedback between teachers and students in order to enhance the effectiveness of learning.
3. Enhancing students' creativity through the way of design thinking.
4. Strengthening co-curricular activities to enrich students' learning experiences.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Make good use of flexible learning time, provide experiential learning and transdisciplinary learning activities, strengthen value education, strengthen STEAM education and broaden students horizons. Let students learn from playing through games and different tasks and master programming, computational thinking and 5C abilities.

Development of Generic Skills:

To cultivate students' generic skills through the formal curriculum and cross curriculum and the daily life experience to develop generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:

Through the School-wide 'Reach for the Stars' Reward Scheme and diverse learning activities like the Global Citizenship programme and Service-Learning, students are encouraged to continuously improve themselves in five aspects: responsibility, grooming, academics, activities, and holistic well-being. This fosters their empathy and positive thinking, guiding them to become global citizens.

Student Support

Whole School Approach to Catering for Learner Diversity:

Implementing the curriculum accommodation and providing different kinds of learning groups in order to provide learning and social support for students with special educational needs.

Whole School Approach to Integrated Education:

Policy: Implementing the Whole School Approach to Integrated Education aims to cater for students' individual differences.

Resources: Learning Support Grant, Grant for Supporting Non-Chinese Speaking Students with Special Educational Needs and School-based Speech Therapy Service.

Support measures: In order to enhance students' learning abilities, remedial classes, co-teaching and the Early Identification and Intervention Programme for P.1 Students with Learning Difficulties will be conducted.

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 Summer School.

Curriculum Tailoring and Adaptation:

1. Small group cooperative learning as well as collaborative teaching are implemented to cater for students who are academically gifted or under-achieving.
2. In cooperation with Hong Kong University, a school-based Chinese curriculum has been developed.
3. Our school cooperates with the Education Bureau's Native-English Speaking Teacher Section to design an effective English curriculum aiming at enhancing our students' literacy proficiency.

Home-School Co-operation and School Ethos

Home-School Co-operation:

1. "School Newsletter" and "Class Newsletter" are issued to maintain effective communication with parents.
2. Parents are invited to join school activities and events.
3. We actively organize parent volunteer service teams to help during different school functions.
4. Parents are invited into the classrooms to understand their children's learning experience.
5. A close partnership with the Parent-Teacher Association strengthens the relationship between parents and the school.

School Ethos:

Our school strives to help students understand the importance of cultural diversity and develop an attitude that accepts multi-cultural environment. Our core curriculum, hence, includes the teaching of specific knowledge about the life and culture of different countries in order to develop and expand students' national and international visions. Implementing the Life Planning Education, students can have more self-understanding and are able to plan for their future.

Future Development

School Development Plan:

1. Developing a bilingual learning environment to enhance students' language ability.
2. Nurturing students with correct values and attitudes and enhancing their personal qualities and sense of citizenship.
3. Implementing multicultural education.

Teacher Professional Training & Development:

To increase exposure to new education trends and to continually upgrade our quality of teaching and learning, academic exchanges across local schools and overseas are organised for our staff. In addition, during professional development periods, our staff co-plans, evaluates and shares teaching experiences in order to enhance teaching effectiveness.

Others

Our school has thoughtfully designed signature school-based programmes for our students: (1) The 'Hello Future' STREAM curriculum trains students in reading, coding, and problem-solving through 'Rescue Team' missions; (2) The Global Citizenship programme, centered around Chinese culture, cultivates cross-cultural understanding and positive values. To enhance students' foreign language proficiency, the school offers French and Spanish classes. Dedicated to unleashing every student's full potential, we ensure that each child joins two diverse extra-curricular activities every week. Additionally, our annual 'Wun Tsuen Got Talent' competition provides a grand stage for students to discover and showcase their unique abilities.