保良局陳溢小學
Po Leung Kuk Chan Yat Primary School
Estate Primary School No.2, Cheung Hong Estate, Tsing Yi, 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
Ms. Choi Ka Man Carmen	Ms. Sin Chui Wah	Established	Aided Whole Day	Co-ed	Not Applicable
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					69%

Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Po Leung Kuk	Love, Respect, Diligence, Honesty	1984	Chinese (incl.: Putonghua) and English	School Bus; Nanny van	About 5025 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

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	$20	Miscellaneous charges $450	Replacement of Student Smart Card $6.90

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	Interactive whiteboard is equipped in each classroom. Air Conditioning system is provided in the covered playground.

Special Room(s)	Facility(ies) for Supporting Students with Special Educational Needs
Multi-purpose room, Music room, Activity room, Parent-teacher resources centre, Computer room, STEAM LAB, 3 Remedial learning classrooms, Interview room, Special teachers' room, Social workers' room, Staff lounge.	Ramp, Accessible lift and Accessible toilet.

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

Number of teaching posts in the approved establishment	47	Total number of teachers in the school	48

Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	38%	83%	19%	16%	65%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	4	4	4	4	4	4	24
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	2	4	4	4	4	4	22

Mode of teaching at different levels	Putonghua teaching in Chinese from Primary 2-4. Students are allocated in four classes in each level based on their academic results.
Remarks	Chinese and English Remedial Classes.

Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	2	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)	0	Number of exam(s) per year (P2 to P6 only)	4		

Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies	Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders	Yes
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Diversified Assessment for Learning	Assess the knowledge, attitude and skills for the non-academic subjects. There is one Formative Assessment and one Summative Assessment each school 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	Students are evenly distributed into different classes.

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	10	30 mins	8:10 AM	3:15 PM	12:40 PM - 1:40 PM

Lunch arrangement	Healthy school life	Remarks
Provided by designated supplier, arranged by parents and students bring their own lunch.	1. Morning Exercise Period and Reading Period are provided every morning. English Reading Period is on Thursday mornings. 2. A 10-minute-rest time is provided at the end of the lunch break. 3. Pupils have to do Straighten Up Exercise and Eye Exercise every day.	Students are required to stay in school for lunch. Lunch is provided by a catering service; or parents may deliver lunch at the set time. Students may also bring their own lunch.

Life-wide Learning

Poetry speaking, Debate, Calligraphy, Chinese chess, English Puppetry, Chinese Shadow Puppets, LEGO Robot, STEAM activities, Maths Training Class, Chinese Dance, Latin Dance, K-Pop Dance, Percussion Band, Erhu, Dizi, Pipa, Dulcimer, Handchimes, Strings, Choir, Gymnastic, Rhythmic Gymnastics, Athletics, Swimming, Badminton, Basketball, Football, Table Tennis, Minitennis, Rugby, Taekwondo, Artist training, Pastel Nagomi Art, Little Reporter, Cub Scouts, JPC, CYC, Lion Dance, Photo-taking, Flag Raising Team etc.

School Mission

1. To follow the school motto "Love, Respect, Diligence, Honesty".
2. To concentrate on teaching knowledge, skills training and strengthening body fitness.
3. To develop students' positive attitude towards life and morality.
4. To develop students in moral, intellectual, physical, social and aesthetic domains.

School Characteristics

School Management

School Management Organisation:
The school is headed by Principal and under the leadership of the Principal, there are 2 Deputy Heads and 11 Senior Teachers. School Policies are planned, implemented and supervised by Principal, Deputy Heads and Senior teachers.

Incorporated Management Committee / School Management Committee / Management Committee:
The IMC of Po Leung Kuk Chan Yat Primary School was established in 2013. There are 15 members, including 1 School Supervisor, 6 Sponsoring Body Managers,1 Alternate Sponsoring Body Manager, 1 Principal (Ex-officio Manager), 1 Independent Manager, 1 Teacher Manager, 1 Alternate Teacher Manager, 1 Parent Manager and 1 Alternate Parent Manager, 1 Alumni Manager.

School Green Policy:
Recycle waste paper, plastic bottles, cans, toner cartridges.
Set up school-based environmental protection and purchasing policies.
Facilities for Hydroponics.

School's Major Concerns:
1. Promote digital education to enhance students' digital literacy and application capabilities.
2. Implement Positive Education to build a positive campus culture.

Learning and Teaching Plan

Learning & Teaching Strategies:
Use cooperative learning, brain-based learning, higher-order-thinking skills to promote students' learning. Inclusion of Chinese instrument, String instrument, Swimming, Gymnastics, Rugby and Minitennis, Flying Disc in the curriculum. Integration of Visual Arts, Performance Arts and Music to become an Integrated curriculum in Primary three. A new subject, Science, is provided in Primary 1, 4 to 6.

Development of Major Renewed Emphases of the Primary Education Curriculum:
Our school strengthens the connections between different learning areas and develops cross-curricular learning and reading. Teachers arrange authentic situations and use inquiry-based and self-directed learning approaches to help students learn subject knowledge and skills. Different subjects organize teaching activities according to themes and learning objectives, and select diverse reading materials and meaningful tasks to enable students to explore topics from different perspectives, apply reading and thinking strategies they have learned, and construct new knowledge.
To effectively promote values education, our school adopts a "Knowledge, Attitude, Practice" model, by having classroom learning (such as different levels of questioning, group discussions, watching videos, drama activities, etc.), school-based activities, practical experiences, and a positive learning atmosphere to help students' development.

Development of Generic Skills:
Generic skills are the foundation of learning and can help students learn better. In addition to cultivating generic skills through learning in different subjects or learning areas, our school also provides various learning experiences to support students' development, such as diverse extracurricular activities, interdisciplinary activities that encompass different areas, service learning, overseas learning, STEAM courses, cross-disciplinary project studies, etc. These experiences lay a solid foundation for students' holistic development and lifelong learning.

Cultivation of Proper Values, Attitudes and Behaviours:
Our school adopts a diverse strategy that flexibly combines various learning activities through different modes, such as value education lessons, assemblies, subject learning, comprehensive learning (such as field trips, interdisciplinary activities, etc.), and service-based experiential learning (such as volunteering, uniformed groups, etc.) to cultivate proper values, attitudes, and behaviors.

Student Support

Whole School Approach to Catering for Learner Diversity:
Students guidance and counselling team and Student Support Team. We have two school social workers. Tiered worksheets are provided if necessary. According to the special needs of the students, adjustment of the homework and the examination is considered.

Whole School Approach to Integrated Education:
The core members of the student support team include, the principal, vice principal, SENCO, SENST, Teaching Assistants, School Social Worker, Student Guidance Teacher and School-Based Education Psychologist and Speech Therapist.
Well allocated the grant for providing different kinds of services to 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; 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.

Curriculum Tailoring and Adaptation:
Homework & assessment adaptation. Remedial lessons, training sessions, buddy reading for less able students. Enhancement classes for more able students.

Home-School Co-operation and School Ethos

Home-School Co-operation:
Seminars are organized for parents to demonstrate how to develop a good parent and child relationship. Regular picnics and social gatherings are organized to enhance parent-teacher cooperation. Parents are invited as helpers in school functions such as Sports Day, Chinese Cultural Day and Open Day. Enhance parents and school communication: Two Parents' Days and at least one Parents' Meeting. 5. Implement Cross-generational Integration Programme: invite the grandparents as the volunteers to help with the learning activities.

School Ethos:
In order to establish a good relationship between teachers and students, the following arrangements have been made:
Teacher-and -student ball games competition. A meeting for the representatives of the students to give opinions and feedback on the school policy. Buddy Scheme: Upper Primary Students accompany the Primary 1 students at the beginning of the school year. Lunch time with guidance teachers. Hand-in-Homework Scheme.
Arrange birthday parties to strengthen the students' cohesion. No Homework Day to release the students' learning pressure. Model Student Election.

Future Development

School Development Plan:
1.Promote digital education to enhance students' digital literacy and application capabilities.
a. Enhance teachers' digital education capabilities and promote a new paradigm of AI-assisted teaching.
b. Integrate digital tools into learning and teaching to enhance students' generic skills.
c. Cultivate students' digital citizenship awareness; strength cybersecurity and home-school cooperation.
2. Implement Positive Education to build a positive campus culture.
a. Cultivate students' positive emotions: values of gratitude, appreciation, proactiveness, and optimism.
b. Establish positive meaning for students and teachers: health and well-being.

Teacher Professional Training & Development:
1. Provide teacher induction. 2. Participate EDB or University support program.

Others

Our students have won various prizes. For details, please refer to the Chinese version.