



仁濟醫院趙曾學韞小學 Y.C.H. Chiu Tsang Hok Wan Primary School

📍 Estate Primary School, Tsing Yi Estate Phase II, 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
Mr. Lee Fu Sing	Ms. Fung 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					100%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Yan Chai Hospital	Serving the Community in the Spirit of Benevolence	1989	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		Pledged School	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$30	\$340	Replacement of Student Identity Card \$50 / Academic Transcript \$35 / Graduation Certificate \$35

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	2	Social Worker Room, Chinese Culture Gallery, Climbing Wall, Chinese Herbal Garden, Ecological Fish Pond, Ecological Garden, Hydroponic Garden and Activity and Play Room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
English Reading Room, General Studies Room, Music Room, Visual Arts Room, Library, Innovation and Technology Centre, Maker Lab, VR Immersive Classroom, Speech Therapy Room and Play Therapy Room.				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			19	Total number of teachers in the school		24
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
96%	100%	42%	58%	32%	12%	56%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total	
2025/2026 school year		No. of classes	2	1	1	1	1	2	8
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)		No. of classes	1	2	1	1	1	1	7
Mode of teaching at different levels	1. Implement small-class teaching and cooperative learning, supported by the integration of e-learning. 2. Engage students with people and the world around them through real-life experiences, strengthening the connections between everyday life and subject learning.								
Remarks	Prioritising cross-stage articulation from kindergarten to primary and primary to secondary levels, with particular attention to curriculum planning.								

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	Our school implemented diversified assessments since early 2010s, fully adopted in junior primary from 2016/17. From 2025/26, AI and big data power e-portfolios to highlight students' Six New Qualities. Term reports: Learning Performance Report (junior) and Report Card (senior). Methods: observation, oral reports, project work, performance tasks, online sharing, self/peer review and parent input.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	Our school values learning diversity, adopting mixed-ability classes to foster peer learning. For selected subjects, pull-out group teaching covers both gifted development and learning support, catering to diverse needs so every student can reach their potential.						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	10	30 mins	8:00 AM	3:00 PM	1:00 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Contactless water dispensers are installed to prevent cross-infection. A "Happy Fruit and Vegetable Month" programme is also implemented to cultivate healthy eating habits among students.		1. Study sessions, on-campus after-school care, and homework guidance classes are available. 2. "Self-directed Learning Wednesdays" (no-homework days) are implemented to encourage student autonomy. 3. Morning reading, morning exercise, morning sharing sessions, recess activities, and after-school activities are provided to enrich students' daily learning experience. 4. Students may wear casual clothes on their birthday and at monthly birthday celebrations.		

Our school actively promotes whole-person learning through diversified activities to nurture students' potential. In the arts, we offer ceramics class, a marching percussion band, choir, K-Pop, and English video production. Academically, students can join Mathematical Olympiad, gifted writing, and AI coding programmes. In sports, athletics and dodgeball school teams are established, alongside rugby, football, bowling, roller skating, and shooting activities — fostering the all-round development of every student.

School Mission

Upholding the spirit of "Respecting Benevolence and Serving the Community", our school provides whole-person education to enable students to achieve balanced development across the five domains of moral, intellectual, physical, social, and aesthetic education. Through teaching that caters to individual needs, we inspire each student's potential, helping them cultivate excellent character and establish a positive outlook on life.

School Characteristics

School Management

School Management Organisation:
Yan Chai Hospital Board of Directors, Yan Chai Hospital Education Committee, Incorporated Management Committee, Parent-Teacher Association, School Administration Committee and Staffs.

Incorporated Management Committee / School Management Committee / Management Committee:
Prof. Chiu Tsang Hok Wan BBS JP, Mr. Lee Fu Shing, Principal Cho Tat Ming, Mr. Wong Wai Kit, Mr. Yeung Yan Wing, Mr. Fung Kui Kei, Mr. Hui Man Kit, Mr. Lee Yat San, Principal Fung Yuen Ting, Parent Ms. Li Wing Tsz, Parent Mr. See Hang Cheong, Teacher Ms. Tam Oi Yi.

School Green Policy:
Our school promotes environmental education and life education. In partnership with the Electrical and Mechanical Services Department's "RE Community" scheme, solar panels have been installed to advance the use of renewable energy on campus. A smart campus card system and electronic notices are adopted to reduce paper consumption. Our school also participates in the HKJC Green Building Assessment Scheme, working towards the establishment of a green and sustainable campus.

School's Major Concerns:
1. Promote curriculum innovation in AI and diversified assessment to optimise the effectiveness of teaching and learning. (Adopting a strategy of "low threshold, high engagement, and strong emphasis on literacy/competencies")

2. Foster a culture of gratitude and care to comprehensively enhance students' wellbeing. (Body → building a vibrant campus; Mind/Heart → emotional resilience; Spirit → positive values and sense of belonging)

Learning and Teaching Plan

Learning & Teaching Strategies:
Our school places "catering to learning diversity" and "joyful learning" at its core, employing diversified teaching strategies to enhance learning effectiveness. Differentiated instruction is applied flexibly, with students regrouped by assessment results for enrichment or learning support, ensuring every student progresses at an appropriate level. In response to digital education trends, AI and e-learning are actively integrated across subjects, with interdisciplinary and transdisciplinary curricula cultivating higher-order thinking, computational thinking, and creative problem-solving skills. Our school also emphasises biliterate and trilingual development through English activities and cross-cultural exchanges to broaden international outlook, while nurturing national identity to foster a new generation with local cultural roots and global citizenship.

Development of Major Renewed Emphases of the Primary Education Curriculum:
Our school actively responds to the seven key priorities of the Primary Education Curriculum Guide (2024), strengthening values education including national identity, life education, and sustainability. "Self-directed Learning Wednesdays" are implemented to promote balanced development. AI and e-learning are integrated into interdisciplinary curricula, fostering computational thinking and innovation. Small-class teaching and flexible grouping address learning diversity. Biliterate and trilingual literacy and school-based reading plans develop lifelong learning capabilities, while diversified assessment enhances learning and teaching effectiveness.

Development of Generic Skills:
Our school systematically embeds the nine generic skills across subjects and learning activities. Collaborative learning and higher-order thinking strategies develop students' communication, collaboration, and critical thinking skills. Interdisciplinary project-based learning strengthens problem-solving and research skills. "Self-directed Learning Wednesdays" nurture self-management and independent learning habits. AI and e-learning integration builds IT literacy and computational thinking, while diversified STEAM and arts activities foster creativity, preparing students for lifelong learning.

Cultivation of Proper Values, Attitudes and Behaviours:
Upholding the spirit of "Respecting Benevolence and Serving the Community", our school implements positive education through character development, national education, and life education, nurturing six core character strengths in every student: respect, self-discipline, benevolence, perseverance, integrity, and creative problem-solving. Our school-based AI assessment platform records students' character growth in a positive manner, generating personalised electronic strength reports to reinforce learning motivation and enable stakeholders to better cater to individual needs. The YCH Scholarship is established to recognise outstanding student performance, while active participation in commendation schemes further celebrates students' achievements and cultivates a spirit of service to the community.

Student Support

Whole School Approach to Catering for Learner Diversity:
To cater for students' diversity effectively and create a caring and loving atmosphere at school, a Student Support Team is set up to adopt the Whole School Approach to Integrated Education. This team focuses on students' needs and supports students with suitable help through remedial classes, school-based speech therapy service, school-based educational psychology service and small group tutorials.

Whole School Approach to Integrated Education:
The Student Support Team is managed by the Special Educational Needs Coordinator (SENCO) with core members including a Special Educational Needs Support Teacher (SENST), a school social worker, a school-based educational psychologist, and a school-based speech therapist. They support students with special education needs by making good use of the Learning Support Grant, implementing the school-based support plans and strategies, providing social training groups, school-based speech therapy services and establishing continuous connections through home-school co-operation.

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. Assistants of diverse ethnicities are employed to enhance communication with non-Chinese speaking students' parents.

Curriculum Tailoring and Adaptation:
Differentiated teaching materials and adapted curriculum. Assigning the appropriate homework and adjusting the assessment policies to address the students' needs. Improving teaching effectiveness through small group instruction. A three-tier model is applied to the gifted education.

Home-School Co-operation and School Ethos

Home-School Co-operation:
The Parent-Teacher Association actively participates in school activities, organising volunteer teams, student events, and eco-friendly uniform donation drives. The school regularly holds parent meetings at all levels and the "YCH Parent Academy" to strengthen communication and collaborate with parents in school development. The school listens to and values parents' opinions at all times.

School Ethos:
Our school upholds a wholesome and nurturing school culture in the spirit of "Respecting Benevolence and Serving the Community". Students are courteous, motivated, and caring towards one another. Through positive education and diversified commendation programmes, our school fosters students' good character, perseverance, and a spirit of service, ensuring every student grows in a joyful and supportive environment.

Future Development

School Development Plan:
To nurture YCH students who are "Passionate Learners", "Capable Learners", and "Active Learners" — future pillars of society who possess "healthy body, mind, and spirit", "innovative problem-solving abilities", and "an international outlook".
(1) fostering a caring culture and catering to learning diversity through positive education and differentiated instruction to create a joyful learning campus.
(2) deepening AI and e-learning integration through interdisciplinary curricula and our school-based AI assessment platform to advance digital education.
(3) strengthening biliterate and trilingual proficiency while broadening students' national identity and international outlook to nurture well-rounded young citizens.

Teacher Professional Training & Development:
1. Our school systematically plans whole-school Continuing Professional Development (CPD) in accordance with the "T-standard+" Teacher Professional Ladder. Through Teachers' Development Days, school-based professional sharing sessions, YCH Education Seminars, YCH Middle Leaders Training, and inter-school exchange activities, we enhance teachers' professional competencies in learning and teaching quality, AI-integrated teaching, catering to learning diversity, and positive education.
2. Our school actively participates in EDB-supported learning community programmes, drawing on resources from universities and professional institutions to continuously strengthen curriculum leadership and special educational needs support.

Others

1. The YCH Scholarship is established to recognise students with outstanding performance and encourage their all-round development. 2. Students are actively encouraged to pursue diverse development through participation in the Standing Committee on Language Education and Research's "Student Language Ambassador Scheme", Sing Tao News Group's "Well Done" Most Commendable Student Award, world record-breaking activities, and more. 3. Our school achieved outstanding results in the "Global Pro Robot Championship (GPRC) 2025". 4. Our English video production team, dodgeball school team, and K-pop dance troupe have won multiple awards at various competitions.