東華三院馬錦燦紀念小學
TWGHs Ma Kam Chan Memorial 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. Ma Ching Yeung Philip	Ms. Lam Wai 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					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 as the guiding principle in the moral and intellectual development of our students.	2009	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	Action School

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	$20	Bill payment for readers and teaching materials $310.	Five extra non-EDB full-time Native English Speaking Teachers, $500 each term.

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
36	2	1	1	Well-equipped smart classrooms, all-weather running tracks, basketball courts, roof playground and the sky garden as multi-functional areas.

Special Room(s)	Facility(ies) for Supporting Students with Special Educational Needs
English room, language room, music room, Inno Space, visual arts room, advanced computer room, STEAM Room, city development centre and parents resource centre.	Ramp, Accessible lift, 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 2025/2026 school year

Number of teaching posts in the approved establishment	65	Total number of teachers in the school	73

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%	100%	46%	72%	16%	23%	61%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	6	6	6	6	6	6	36
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	6	6	6	6	6	6	36

Mode of teaching at different levels	Cooperative learning is implemented for all grades with mixed ability pupils in each class. All P.3 to P.6 classes bring their own tablets for learning in their lessons.
Remarks	Learning diversity is accommodated through the use of Learning Support Grant. After school classes and programmes for gifted children are launched.

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	Three summative assessments are arranged for students every school year while formative assessments of the subjects Chinese, English and Mathematics are assigned consistently. P.1 students only take two summative assessments in the second and third semesters. Consistent formative assessments for learning are arranged in the first semester.
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 pupils in each class. No elite classes.

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	10	30 mins	8:10 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 sets up a committee to advocate healthy lifestyles and healthy eating habits amongst all students.	1. For the sake of more flexible class time, students will focus their learning on the core subjects in the morning whereas some non-major subjects and special courses will be arranged in the afternoon. 2. Tutorials are set up every day for students to complete part of their homework on campus. 3. School ends earlier at 2:30 p.m. every Friday for students to participate in different extra-curricular activities.

Life-wide Learning

There are more than thirty kinds of extra-curricular activities and clubs for students to choose from: Basketball, football, volleyball, table-tennis, tennis, swimming, track and field, taekwondo, gymnastics, jumping rope, Drama, choir, Chinese and western musical instruments, dancing, Chinese painting, Cambridge courses, Olympiad Maths, Robot Programming Class, leadership programme, scouts, Girl Guide, Community Youth Club and Flag-Raising Team

School Mission

The mission of our school is to help students achieve all round personal and academic development and to provide students with comprehensive and balanced learning experiences. It is hoped that our students will be equipped with the necessary skills and knowledge for further education and to become good citizens in the future.

School Characteristics

School Management

School Management Organisation:
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 Incorporated Management Committee has been set up to implement School-Based Management.

School Green Policy:
With reference to the Guidelines on Environmental Education, our school tries to implement the School Green Policy through different areas: school infrastructure, management, education and external networks.

School's Major Concerns:
Reading for knowledge, English for more opportunities, Participation for self-actualization, Expression for mutual understanding, Thinking for enlightenment.

Learning and Teaching Plan

Learning & Teaching Strategies:
Our school emphasizes the importance of English learning. To provide an authentic and encouraging environment for students to learn English and enhance students' English proficiency, we have 6 Native-English speaking teachers (NETs). We apply the cooperative learning approach to cater for individual differences and make use of 'Self-directed Learning' and 'Brain-based Education' theories and practices in our daily teaching and learning.

Development of Major Renewed Emphases of the Primary Education Curriculum:
Our school will make good use of lesson time to create space for our students for their whole-person development. Students will take special classes after lunch, including civic classes, reading classes and I Plus lesson, all emphasizing and promoting the importance of cultivating students' active learning, STEAM education, values education, healthy lifestyle, and balanced physical and mental development.

Development of Generic Skills:
We develop pupils' generic skills in formal lessons and also in special events such as "STEAM Activities", "Project-based Learning", "Joint-class activities", field trips, visits, competitions inside and outside school, etc.

Cultivation of Proper Values, Attitudes and Behaviours:
Through positive education, students discover their own personality strengths from well-designed class activities and service-learning. They learn to appreciate their own personality strengths and the strengths of others. In addition, students' self-confidence can be built up. Students can also use their personality strengths to develop their personal strengths and potentials to gain positive personal development. In this way, they will always be able to face the pressures and challenges in life with a positive attitude.

Student Support

Whole School Approach to Catering for Learner Diversity:
Through the whole school approach, a student support team is established to cater for the students' diverse learning needs. Remedial classes, Induction Programme for Newly Arrived Children, and after-school tutorial classes are set up, to provide tutoring services for students with different learning needs before and at the end of the school days. The curriculum and assessments are adapted to meet the learning needs of SEN students.

Whole School Approach to Integrated Education:
Through a 3-Tier support model involving the whole school, our school utilizes the Learning Support Grant and establishes a student support team consisting of the vice principals, curriculum development director, special educational needs coordinator (SENCO), special educational needs support teachers (SENST), school-based educational psychologists, school-based speech therapists, and school social workers. Comprehensive support is provided to students with special educational needs, which includes teaching adaptations and assessment accommodations, remedial learning groups, social skills training groups, school-based speech therapy services, individual education plans, and more.

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. Additional Chinese tutorial classes after school.

Curriculum Tailoring and Adaptation:
Co-planning meetings are held regularly so that teachers can tailor-make teaching materials for students.

Home-School Co-operation and School Ethos

Home-School Co-operation:
Our Parent Teacher Association has been established and regularly organizes educational activities that are well-received by parents, including parent groups, educational seminars, and visits. Volunteer work and welfare services are also arranged. The school will timely share the latest external parent education information and resources to parents through various school platforms.

School Ethos:
To promote a loving and caring atmosphere, the school carries out different schemes such as the "Understanding adolescents Program", "Care for Each Other Program", and "Harmonious School Program".

Future Development

School Development Plan:
2025/26 Major Areas of Concern:
1. The generic skills of students are comprehensively enhanced through diversified learning experiences.
2. As a caring and healthy campus is fostered, students are cultivated to develop positive and healthy lifestyles.

Teacher Professional Training & Development:
The school encourages all teachers to take part in professional training programmes. School based teacher training programs are also held regularly.

Others

Our school is keen on organizing overseas learning activities including the Orchestra Exchange Program in Seoul, the Singapore Technology and Cultural Experience Tour, Mainland Exchange Program, and visiting sister schools in Mainland.

Students won the Champion in the Primary School Division of the AI Vertical Farming Competition 2025 (Hong Kong), as well as First Prize and the Outstanding Creative Design Award in the Hong Kong Primary School STEAM Creative Technology Awards.

In the 78th Hong Kong Schools Music Festival organized by the Hong Kong Schools Music and Speech Association, the Percussion Ensemble won the Champion in the Primary School (Age 9 or below) category.