上水惠州公立學校
Wai Chow Public School (Sheung Shui)

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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. Tang Yuen Ming	Mr. Cheng Fung	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					78%

Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Wai Chow Sheung Shui Clansmen Association Limited	Integrity, Forgiveness, Love	1959	Chinese	Nanny van	About 6020 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
-	-	$50	$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	Campus TV Room, Group Teaching Room, Organic Farms, Rest Garden.

Special Room(s)	Facility(ies) for Supporting Students with Special Educational Needs
Computer Room, STEAM Centre, Student Activity Centre, Music Rooms, Visual Arts Room, 2 Counselling Activity Rooms, Education Resources Room, 2 English Rooms and School History 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	57	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
100%	100%	34%	70%	35%	15%	50%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	5	5	5	5	5	5	30
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	5	5	5	5	5	5	30

Mode of teaching at different levels	Implement the school-based self-directed teaching and learning model (set goals>pre-task>on task>reflection). Essential elements of teaching and learning in the class include inquiry-based learning, questioning skills at different levels, interactive teaching and learning through I.T, catering for learner diversity and cultivating higher-order thinking.
Remarks	For English, the school has joined the Space Town Literacy Programme and Keys 2 Literacy Development (Keys2) in P1-P3 and P4-P6 respectively. A school-based STEAM curriculum, AI in Education, Life Planning programme, Reading across Curriculum have been implemented.

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	Diversified assessments for different subjects, such as formative assessment, summative assessment, project work, self-evaluation, mutual evaluation, peer assessment, performance assessment and practical assessment. All these kinds of assessment enable teachers to refine their learning, teaching, and assessment cycle promptly.
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 P1 - P4, every class is of heterogeneous ability, whereas in P5 - P6 individual students' abilities and needs are considered. School-based ability sorting can cater for learner 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	8:00 AM	3:10 PM	12:30 PM - 1:30 PM

Lunch arrangement	Healthy school life	Remarks
Provided by designated supplier and arranged by parents.	The curriculum promotes healthy living through well-being programme, morning exercises, jogging, active break and various sports events to build students' exercise habits. The school implements a healthy eating policy, including health-related talks, school bag weight assessments, Mental Health Month and positive education activities. The school joins sports and mental health programs to support students' physical and emotional well-being.	Service-Learning has been widely promoted. Wai Chow Volunteer Team has been established. Different school-based activities, e.g. Lunch Laboratory, School Reward Scheme (e-version), and Mindfulness Training, 'Cultural and Artistic Gallery' is set up which can enhance students' self-confidence and let students learn to have an appreciation of culture, music and art.

Life-wide Learning

Uniform groups, Flag-raising team, percussion band, school choir, handchime class, Chinese opera, K-pop, recorder ensemble, swimming lessons and training, fancy rope skipping, track and field, ball games; artistic mural painting workshops; solo-verse speaking, robot-making, drone pilot lessons, elite maths training, debate team, drama; outdoor learning activities, Sports Day, parent-child games competition and study tours, Positive Games Day, talent show, Life-wide Learning Month and Multiple Intelligences classes, etc.

School Mission

To serve society, strive to teach each and every student in the spirit of "education for all", holistically nurture students' development in moral, intellectual, physical, social and aesthetic education, carry forward the school motto – the spirit of integrity, forgiveness and love and cultivate students to have a positive perspective on life and values. The school is also devoted to developing students' fullest potential, laying a solid foundation for elementary education to foster students' lifelong learning capabilities.

School Characteristics

School Management

School Management Organisation:
Under the leadership of the principal, the teachers and executive teams carry out the school policies established by the Incorporated Management Committee.

Incorporated Management Committee / School Management Committee / Management Committee:
Our IMC was set up in 2006, the members of which include the school managing directors, teachers, alumni, parents and professionals.

School Green Policy:
We actively encourage and participate in the following Green initiatives: Green Campus; environmental recycling; solar power; energy-efficiency and 'Renewable Energy Feed-in Tariff' scheme.

School's Major Concerns:
1. To enhance students' assessment literacy.
2. To foster students' positive values and attitude by teachers and parents.

Learning and Teaching Plan

Learning & Teaching Strategies:
1. In line with the Seven Learning Goals and the developmental trend of education, the school-based curriculum is implemented in various subjects.
2. Provide students with a comprehensive and balanced curriculum, broaden the areas of study, implement interdisciplinary theme learning, Reading across Curriculum and develop generic skills.
3. To implement curricula of STEAM education, Digital Education and life planning education.
4. To implement BYOD for P3-P6.

Development of Major Renewed Emphases of the Primary Education Curriculum:
1.According to the new curriculum guidelines and the school situation, develop school-based curriculum to increase class hours and improve learning efficiency. 2.Through a whole-school approach integrating subject learning, activities such as Constitution Day, National Education Day, Chinese Culture Week and flag-raising ceremonies are organised to strengthen values education, national education and national security education. 3.The school gifted education team adopts the three-tiered implementation mode to fully develop the potential of students. 4.The Student Support Team drives initiatives to cater for learner diversity across the whole school. 5. Computer Studies and other subjects develop students' information literacy through courses and activities. 6. Promote interdisciplinary theme reading through thematic learning. 7.Improve the assessment literacy of stakeholders by the AQP platform. 8.To implement digital education through the EDB “AI for Empowering Learning and Teaching” initiative.

Development of Generic Skills:
Students’ generic skills are nurtured through diversified learning activities across different learning domains, including the implementation of cross-curricular thematic learning, outdoor learning, adventure-based activities, sailing programmes, Life-wide Learning Month and Multiple Intelligences lessons.

Cultivation of Proper Values, Attitudes and Behaviours:
With 'cultivating a caring and positive culture, building a healthy and happy life' as the long-term development direction of the school, the school-based Personal Growth Education and various subjects cooperate to promote values education and implement the ‘Positive Nicer Scheme'. Every year, a positive theme is set up. The school actively helps students establish and nurture positive values towards life through various activities. Furthermore, regular flag-raising ceremonies and activities such as National Security Education Day are held to strengthen national education and national security education.

Student Support

Whole School Approach to Catering for Learner Diversity:
Different activities and courses are conducted for all students in order to cater for learner diversity. Forty-three gifted and talented programmes have been established to provide support for gifted students. Remedial teaching, after-school homework tutoring classes together with co-teaching are also provided for students with diverse learning needs. There is also an early identification and intervention programme, a bridging course, seminars and talks for Primary One parents and students. Furthermore, a bridging course and Secondary School Places Allocation and information seminars for Primary Six students are also conducted.

Whole School Approach to Integrated Education:
Establish a Student Support Team, coordinated by SENCO, to foster an inclusive school culture and improve support for students with diverse learning needs through a Whole School Approach and Three-Tier Support Model: 1. Implement School-based Educational Psychology and Speech Therapy Services to provide specialized interventions. 2. Offer tailored support groups and workshops focused on executive functioning, social skills, sensory integration, literacy, speech development and subject reinforcement, with around 80 sessions designed to meet diverse learning needs. 3. Enhance learning through strategic teaching and assessment adaptations, including collaborative teaching in class, differentiated assignments, and examination accommodations. 4. To organise teacher professional development, parent education initiatives and school-wide inclusive booths to strengthen an inclusive school culture.

Curriculum Tailoring and Adaptation:
Emphasis on catering for learner diversity of students. Relevant adjustments have been made in the curriculum and assessment for students with special educational needs. A talent pool was set up to provide gifted and high-ability students with suitable development opportunities to unleash their potential.

Home-School Co-operation and School Ethos

Home-School Co-operation:
Maintain good communication through the PTA acting as a bridge between the school and the parents. The implementation of school-based parent education programmes promotes parent education and enhances parents’ positive discipline skills. Organize various seminars, groups, workshops and parent-child activities to enable parents to master more discipline skills and enhance parent-child relationships. In addition, class-based parent communication networks, Parents’ Days, Parent-Teacher Associations, principal–parent forums, the Principal’s Mailbox and class photo albums are established to enhance parents’ understanding of the school’s development and students’ progress, and to strengthen home–school communication.

School Ethos:
Our school ethos is based on simplicity. Teachers have a good rapport with students.
Based on the school motto "Integrity, Forgiveness and Love", with "Positive Care for Campus, Healthy and Happy Life" as the long-term goal, it focuses on the cultivation of caring and students' morality. In alignment with the implementation of the whole school approach to guidance and discipline, the school also carries out the "Positive Nicer Scheme" and various well-being programmes, personal growth education classes and student growth support activities with the whole school approach in order to cultivate students' positive values and help students build up a healthy and happy life.

Future Development

School Development Plan:
Our school's vision is to cultivate students with love, to explore their potential and nurture them to become a morally outstanding generation who are willing to learn, confident, brave and innovative; to help them actively contribute to society, take on the world and face the future.

Teacher Professional Training & Development:
Teachers are encouraged to strive for self-enhancement by attending workshops and seminars regarding their individual interests and needs. In addition, overseas cultural exchanges are also provided to enhance teachers' professional development. There are Friday teacher professional-sharing sessions, partnership schemes and collaborative lesson observation in which teachers share their experiences and expertise.

Others

Different exchange programmes at home and abroad are held every year. For instance, Primary 5 students go to Shanghai for interdisciplinary project learning activities.
The school also actively helps develop the multiple talents and enormous potential of our students, leading to some impressive achievements in various competitions over the past few years. For example, we are the champions of the North District Inter-school Volleyball Competition for both boys and girls (boys' 15th consecutive championship and girls' 17th consecutive championship) and some students were rated as Outstanding Male/ Female Athletes of the North District.