保良局黃永樹小學
P.L.K. Wong Wing Shu 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. Ho Arnaldo Yau Heng	Mr. Chan Shui Leung	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					64%

Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Po Leung Kuk	Affection, Respect, Diligence, Honesty	1999	Chinese	School Bus; Nanny van	About 7000 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	Advanced School

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	$20	$400	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	Installation of wireless LAN network in whole school and interactive touch digital screen and visualizer in each classroom.

Special Room(s)	Facility(ies) for Supporting Students with Special Educational Needs
Library, Music Room, 2 Computer Room, Visual Art Room, Student Activity Centre, Science Lab, Swimming Pool.	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	54	Total number of teachers in the school	56

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%	14%	45%	16%	27%	57%

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	Small class teaching is implemented for whole school. Appropriate tiered curriculum focusing on catering for learner differences and group learning are provided for different abilities of students.
Remarks	-

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)	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	1. There are three examinations throughout the school year to evaluate the progress of students' abilities and act as useful feedback for teachers. 2. Besides written assessments, there are different types of assessments such as project learning, group discussion, presentation, classroom performances, implementation assessments and parent assessments.
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	1. The arrangement of P.1 classes is based on proportion of boys and girls. 2. For P.2-P.6, two of the classes are 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	9	35 mins	8:00 AM	3:15 PM	12:30 PM - 1:30 PM

Lunch arrangement	Healthy school life	Remarks
Provided by designated supplier, arranged by parents and students.	1. Morning exercise sessions are available. 2. Promote healthy diet culture to cultivate students' healthy eating habits.	-

Life-wide Learning

Swimming Team, School Choir, Elite Mathematics Training, STEAM class, Musical Instrument Class, Chinese Drum Team; Pop Live Band, Dancing Team, Rope Skipping Team, Rugby Team, Lion Dance Team, Flag Twirlers, Debate Team, Drama Clubs, Scout Group, Brownie Team, Little artists, Road Safety Team etc., over 60 kinds of activities.

School Mission

Encourage students to remember 'Affection', 'Respect', 'Diligence', 'Honesty' as our school mottos and promote the 'Education Quality Circle Scheme' so that students make all-round progress in the areas of moral, intellectual, physical, social and aesthetic development. They will be healthy, energetic, caring for society, responsible, law-abiding and will become life-long pursuers of self improvement through learning.

School Characteristics

School Management

School Management Organisation:
The school has set up Po Leung Kuk Incorporated Management Committee. For daily operation, the Principal leads each administrative group curriculum development group and student growth group to promote and implement the affairs in each aspect as well as Invitational Education.

Incorporated Management Committee / School Management Committee / Management Committee:
Incorporated Management Committee was set up in 2012. Members include Supervisor, Director, Principal Manager, Independent Manager, Teacher Manager, Parent Manager and Alumni Manager.

School Green Policy:
Formulate school environmental policy including education, energy saving, emission reduction, recycling and purchase. Students are educated from different angles to foster awareness and concern for environmental protection in order to lead a green life.

School's Major Concerns:
1. Promote values education and foster students' humanistic and technological literacy.
2. Create a well-being campus and cultivate a new generation with physical, mental and mental health.

Learning and Teaching Plan

Learning & Teaching Strategies:
1. There is continual development of school-based curriculum reform. School-based curriculum is tailor-made for students based on their needs so as to enhance their lesson participation and facilitate self-directed learning ability.
2. Making use of e-learning and AI tools for teaching and learning, initiating life-wide learning periods and cross-curricular learning activities provides students with a deep and broad range of learning styles and all-round development opportunities. In turn, this will enable students to develop generic skills through different learning contexts.

Development of Major Renewed Emphases of the Primary Education Curriculum:
Our school is planning cross-curricular theme learning with a whole school approach for the development of a school-based values education curriculum, life education, national education and national security education. This will utilize the school vision of the sponsoring bodies, from which STEAM elements and cross-curricular reading are infiltrated. Healthy living habits that facilitate balanced physical and mental development are also connected so as to develop a specific school-based curriculum. In addition, each subject integrates differentiated teaching into the curriculum as well as the cycle of learning and teaching to encourage the diversity of students. In order to create school-based teaching characteristics, teachers use blended learning both inside and outside the classroom to integrate multi-participation and diversified assessment literacy into regular teaching, so as to develop students' lifelong learning abilities.

Development of Generic Skills:
With the use of cooperative learning in small class teaching strategies in lessons, students' collaborative and communicative abilities are developed. Through multi-faceted learning experiences which include creative design thinking curriculum, gifted education, STEAM curriculum, coding course and robot-making curriculum, students' understanding, creativity, problem-solving, communication and collaboration skills are enhanced.

Cultivation of Proper Values, Attitudes and Behaviours:
1. Set up moral education and growth classes every week to instill core values;
2. Implement interdisciplinary thematic learning across all levels, integrating a school-based curriculum that embodies the sponsoring body’s ethos and school motto

Student Support

Whole School Approach to Catering for Learner Diversity:
1. Provide 'Student Support Team' and use 'Whole school Approach' mode to take care of students with Special Educational Needs.
2. SENCO takes charge of each inclusive measure to provide the Three-Tier Intervention Model for the needy.

Whole School Approach to Integrated Education:
1. Provide 'Student Support Team' and use 'Whole school Approach' mode to take care of students with Special Educational Needs.
2. SENCO takes charge of each inclusive measure to provide the Three-Tier Intervention Model for the needy.
3. Emphasize cooperation between parents and school, establish communication mechanism and through various channels discuss with parents about student support strategies.

Education Support for Non-Chinese Speaking (NCS) Students:
Our school provides additional support for NCS students to facilitate their learning of Chinese: appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; and organising activities to create an inclusive learning environment in the school.

Curriculum Tailoring and Adaptation:
1. Through pedagogical research, design curriculum continually to cater for students' needs.
2. Provide pull-out tutorial sessions and expand cognitive teaching by providing various types of courses and support to gifted students.
3. Promote whole-level school-based Gifted Education Curriculum and set up a pool of gifted students to systematically make a record of their strengths in order to provide them with a performance platform and develop their talents.

Home-School Co-operation and School Ethos

Home-School Co-operation:
1. Many parents' talks are organized every year and activities are co-organized with the PTA to ensure frequent communication.
2. IMC has parent manager to let parents take part in school administrative affairs.
3. Provide parental courses to assist parents with their children's learning.

School Ethos:
1. Our school attaches great importance to class management and building a positive campus culture.
2. The school attaches great importance to moral education, academic cultivation and the cultivation of multiple intelligences and practising of holistic education.
3. School-based social workers, speech therapists and school-based educational psychologists provide timely support to students and families in need.

Future Development

School Development Plan:
1. The integration of information communication technology and artificial intelligence systems into the daily learning and teaching process based on high participation and multi-interaction.
2. The creation of diverse growth experiences and cultivation of students with core character values, gratitude and knowledge.

Teacher Professional Training & Development:
Apply information communication technology and integrate it into daily teaching.
Integrate values education into school-based curriculum and teaching and learning.

Others

1. Promote a positive school culture.
2. Utilize generative AI to support Chinese writing learning.
3. School-based swimming program.