東華三院鶴山學校
TWGHs Hok Shan 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. Lee Kwong Yee Jason Joseph	Mr. Chan Sai Kong Christopher	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
Tung Wah Group of Hospitals	Diligence, Frugality, Loyalty, Faithfulness, Self-achievement for Benefiting Others	2005	Chinese & English	School Bus	About 5000 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
-	-	$30	2-instalment Specific Purposes fees, $150 each (learning materials, software platform, bus fee, accident insurance, etc)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	Basketball court, mini-soccer pitch, covered playground, English Cafe, garden, conference room and PTA room.

Special Room(s)	Facility(ies) for Supporting Students with Special Educational Needs
eSports Space (ESS), Dream Builder Space (STEAM Room), Computer Room, Hok Shan Campus TV, English Activity Room, Library, Mathematics Room, Music Room, Dance Room, Visual & Arts Room, Multi-purpose Room.	Ramp, Accessible lift, Accessible toilet and Accessible public information / service counter.

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

Number of teaching posts in the approved establishment	29	Total number of teachers in the school	34

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
89%	68%	29%	79%	20%	24%	56%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	1	2	2	2	3	3	13
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	1	1	2	2	2	3	11

Mode of teaching at different levels	Small class teaching in all classes and activity-approach teaching are adopted for the whole school. Besides, homework class, remedial class and enhancement programmes are provided to pupils in need.
Remarks	-

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	No
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Diversified Assessment for Learning	Modular formative assessment applies to Chinese, English, Maths, General Studies, Science and Humanities. Assessment modes cover speaking, written, teacher-peer observation, attitude-based & performance-based assessment. Summative assessment runs each term. The school carries out early-identification assessment, learning-needs assessment with accommodations, and the Physical Fitness Award Scheme.
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	P.1-P.3 Inter-class grouping, Mathematics and Science have both Chinese and English groups for students. P.4-P.6 Inter-class grouping, including 'Budding Class'.

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	7	35 mins	8:10 AM	3:30 PM	1:00 PM - 1:55 PM

Lunch arrangement	Healthy school life	Remarks
Provided by designated supplier and self-taking lunch or lunch taken by parents.	Participating in 'Eat Smart School Accreditation Scheme', 'Chiropractic Health School Scheme' and establishing 'Healthy Eating and Drinking Policy' in school are to go with maintaining a healthy life by doing morning exercise, eye exercise and implementing 'Fitness Training Programme'.	Computer Room, Library, Games Room, English Activity Room, Dream Builder Space (STEAM Room), eSports Space and Mathematics Room are open to pupils during lunch and after school hours. School ends at 2:10 pm on Wednesday.

Life-wide Learning

The aim of our school is to develop "one life one sport/art" for our pupils. Various kinds of activities are arranged for them including leadership training, Cambridge course, drama, Mathematics Olympiad, Taekwondo, Chinese dance, martial arts, lion dance, violin, African drum, dodgeball, tennis, floor Curling, athletic, scouts, CYC, etc. Moreover, activities and exchange programmes are held with Kellett School each year.

School Mission

Our mission is to provide high quality, comprehensive and balanced basic education service for children in Southern District. We hope our students can develop their individual potential, learning to learn skills and a secure foundation for further study and personal growth throughout their school life. With 'Diligence, Frugality, Loyalty, Faithfulness and Self-achievements for Benefiting Others' spirit, students are well-equipped with knowledge, skills and a heart to care for the community, shoulder responsibility, and eventually, become useful citizens with positive attitude.

School Characteristics

School Management

School Management Organisation:
The school is run by Tung Wah Group of Hospitals and Hong Kong Hok Shan Association. It is managed by Education Division of Tung Wah Group of Hospitals and the Incorporated Management Committee of Tung Wah Group of Hospitals Hok Shan School.

Incorporated Management Committee / School Management Committee / Management Committee:
The Incorporated Management Committee of Hok Shan School was established on 1st September, 2009.

School Green Policy:
We embark on proactive approach in environmental education to encourage recycling and sorting of waste and electric and water saving. Apart from continuous refinement in environmental management including greening campus and e-home automation system to manage switches in special rooms, various scales of solar energy systems were installed on the rooftop to promote use of renewable energy.

School's Major Concerns:
1. To develop digital education, enhance learning effectiveness, and nurture self-directed learners.
2. To strengthen positive value education, cultivate good citizenship, and establish a healthy lifestyle.

Learning and Teaching Plan

Learning & Teaching Strategies:
1. Implement small class teaching with student-oriented activities to promote learning skills and positive learning attitude.
2. Implement Bring Your Own Device (BYOD) in P4-P6 to arouse students' learning interest and enhance their self-learning ability.
3. "No Written Homework Day" on every Wednesday to allow time for self planning.
4. Introduce the element of STEAM education in featured classes and extra-curriculum activities in order to motivate the initiatives of our students to gain hands-on experience and train them with logical creativity, collaborative and problem-solving skills.
5. Create biliterate and trilingual learning environment to facilitate language learning capabilities of our students.

Development of Major Renewed Emphases of the Primary Education Curriculum:
Optimizing school timetable and making good use of study time to create space.
We put the “In-class Experts” theory into practice in afternoon featured lessons. We have enriched students' holistic learning experience and promoted their overall development. Meanwhile, we have introduced elements of eSports to create the atmosphere of “the love for exercising” in the campus. Promoting self-learning through setting meaningful homework and paperless assignments in order to cater for learners' diversity. Applying QEF to design courses, enhancing STEAM education, cultivating students' media and information literacy, and strengthening values education (including life education, national education and national security education). In addition, through interdisciplinary curriculum planning, strengthen cross-curricular learning and reading develop lifelong learning abilities, and promote the effectiveness of learning and teaching.

Development of Generic Skills:
Through experience learning, e.g. service learning, project learning, STEAM scientific inquiry learning, cross-subject activities and different subject activities, we develop our students' generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:
1. Through weekly assembly, featured lessons, life education lesson, class teacher lesson, General Studies and school activities, we promote positive values and attitudes.
2. Through 'Positive Education' curriculum and activities, such as positive education in featured classes, parent talk, service learning, we establish positive thinking and positive attitudes of parents and students.
3. Through the optimization of the school-based reward program, comprehensively review and assess students' performance in character and behavior, gradually cultivating their good character in dealing with others.

Student Support

Whole School Approach to Catering for Learner Diversity:
1. In some classes, we have two class teachers to give students more attention. We have 'collaborative teaching' to encourage interaction between teachers and students.
2. We also provide half hour tutorial lesson time before the end of the school day, morning remedial classes, after-school homework remedial classes and language learning classes, etc.
3. We develop Gifted Education and provide Elite Training Classes outside school hours.
4. We provide school-based educational psychology services and school-based speech therapy services to identify students' learning difficulties and care for their different needs through remedial homework class, exam and curriculum adaptation.

Whole School Approach to Integrated Education:
Student Support Team consists of Special Educational Needs Coordinator, Vice-leader of Student Support Group, Special Educational Needs Support Teachers, School-based Speech Therapist, School-based Educational Psychologist and School Social Worker. With Learning Support Grant and Enhanced School-based Speech Therapy Service, Student Support Team provides suitable support in accordance with different students' needs under the umbrella of three-level hierarchy of whole-school approach, such as ability grouping, teaching and assessment adaptation, counselling group, social training group, speech therapy services and individual education plans.

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; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; and organising activities to create an inclusive learning environment in the school. The school provides English version school notice and school calendar, and communicates with non-Chinese parents regularly so that they can understand the learning progress of their children.

Curriculum Tailoring and Adaptation:
1. Co-operative learning and Multi-sensory teaching methods.
2. Using IT in teaching activities to arouse students' learning motivation and interest and enhance student-student and teacher-student interactions.
3. Catering students' diversity through the use of questions of different levels and questioning techniques.
4. Different modes of assessment to enhance students' learning.

Home-School Co-operation and School Ethos

Home-School Co-operation:
Diversification of PTA activities, e.g. Parents' Talk/workshop, Family interest groups, Family picnic, Parent Voluntary Group, etc.

School Ethos:
1. Establish a positive culture, positive thinking and value at school and reinforce resilience of our students.
2. Cultivate students' spirit of caring and helping for others and build up a fraternal and harmonious in-school culture. Promote peer support and service learning.
3. Promote the importance of healthy life, to encourage students to have healthy life habit and to build up a 'caring, harmonious, healthy and happy' school culture.

Future Development

School Development Plan:
1. Guide and support students in living a healthy and flourishing life through the cultivation of positive values.
2. Promote AI-empowered digital education to foster students' digital literacy and self-directed learning.
3. Enhance students' English learning interest and motivation through creating English-rich environment.

Teacher Professional Training & Development:
Based on the school concern, the school introduces workshops, seminars, courses, professional development day or inviting experts from universities to improve teachers' professional ability.

Others

1. Scholarships: Leung King Mau Memorial Fund Scholarship, Mr Robert Chiu-yin Kwan, J. P. Scholarship, Tung Wah Outstanding Student Award, Hong Kong Hok Shan Association Scholarship, Cambridge Examination Scholarship. 2. Public Competitions: Hong Kong School Speech Festival, Music Festival, Drama Festival, HKSSF Inter-Primary Schools Sports Competition, International Competitions and Assessments for Schools (ICAS), Chinese Wushu Championship and Territory-wide Lion Dance Competition, etc. 3. To enhance professional exchange, the school participates in "Promoting Interflows between Sister Schools in Hong Kong and the Mainland" scheme. 4. The school actively arranges overseas study tours, visiting places such as Singapore, the United Kingdom, and Australia in recent years, to enrich students' learning experiences and broaden their horizons.