



香港中文大學校友會聯會張煊昌學校 C.U.H.K. F.A.A. Thomas Cheung 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. Yau Ying Sum	Ms. Chan Sze Wing	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
Education Foundation Alumni Association of CUHK	To broaden one's intellectual horizons and to keep within the bounds of propriety	1987	Chinese	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		Action School	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$30	\$470 for sanitary equipment and Parents App annual fee.	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
25	2	1	1	All classrooms are well equipped with interactive whiteboards and visualizers. There is also covered basketball court, a butterfly garden, and a Chinese herbal medicine garden.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Music Room, Visual Art Room, English Room, Computer Room, Conference Room, Remedial Room, Multi-purpose Activity Room, Creative Science Laboratory, School Campus TV, INNO-STEAM multi-purpose activity Room.				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			41	Total number of teachers in the school		46
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%	98%	48%	63%	24%	22%	54%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	2	2	4	4	4	5	21
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	2	2	2	4	4	4	18
Mode of teaching at different levels	Split-class teaching and co-teaching to cater to learners' differences from P.2 to P.6.							
Remarks	Small class teaching							

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)	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
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Diversified Assessment for Learning	Progressive assessments are established, including General Studies project-based learning, learning journals for Humanities and Science, and problem-solving inquiries, practical activities, and Mathematics applications.				
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	Streaming based on English and Chinese results starts in Key Stage 2.				

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	8:15 AM	3:25 PM	12:50 PM - 1:50 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Mondays (Green Monday): Students are encouraged to bring fruit, and vegetarian lunch options are provided to promote a sustainable, healthy lifestyle. Wednesdays (Well-being Day): To reduce academic pressure, homework is limited to one assignment per subject, giving students a mid-week breather. Fridays (Healthy Living Day): The school community wears sports uniforms and practices Baduanjin exercises during the morning.		1. Friday Schedule: Classes conclude at 2:25 pm (8 periods). Following early dismissal, students may rest at home or join extra curricular activities, while teachers engage in professional development to enhance instructional quality. 2. "Shine and Fine" Session (Mon.-Thu.): Diverse Other Learning Experiences (OLE) are offered through a broad, balanced curriculum. Students explore various fields to develop personal interests, generic skills, and holistic development.		

Life-wide Learning

Diversified extra-curricular activities such as drum corps, rhythmic gymnastics, K-pop dance, Spanish, little harp, choir, musical, elite athlete training, Cub Scout, Girl Guides, flag guards, e-orchestra and percussion band, are provided for unleashing students' full potential. On top of that, the school will organize various events including Sports Day, Talent Show, English Day, Chinese Cultural Day, Reading Day, STEAM Day and Study Tour.

School Mission

We intend to provide a child-centred and pleasurable learning environment for our students. Our mission is to inspire our students' potential, and encourage them to strive for the best.

School Characteristics

School Management

School Management Organisation:

The School Management and Leadership Team is responsible for managing school affairs and improvement; different administrative teams are led by executive heads and teachers to promote school development.

Incorporated Management Committee / School Management Committee / Management Committee:

An Incorporated Management Committee (IMC) has been set up, consisting of Supervisor, Sponsoring Body Manager, Independent Manager, Principal, Parent Manager, Alumni Manager, Teacher Manager. The IMC is responsible for the management, operation and development of the school.

School Green Policy:

Green education is actively implemented to arouse students' awareness towards environmental protection. Energy-saving lighting, water-saving devices and motion sensor lights are installed.

School's Major Concerns:

1. Developing Innovation and Technology Education, nurturing internationally competitive talents.
2. Establishing a Well-Being Education System, promoting whole-person development.

Learning and Teaching Plan

Learning & Teaching Strategies:

Through thematic inquiries, blended learning, field trips, Reading Across the Curriculum (RaC), service learning, experiential learning, achievement exhibitions, and internal/external competitions, we provide students with gifted education within an internationalized English-rich environment. We leverage Artificial Intelligence (AI) and STEAM creative thinking to nurture future innovators, while fostering core values and Life Planning to cultivate future leaders.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Competency Cultivation:
Strengthening Values Education while developing high-order thinking and international competitiveness.
2. Flexible Teaching:
Optimizing instructional time and cross-curricular collaboration to implement blended learning.
3. Innovation and Technology (I&T) Education:
Popularizing AI literacy and instruction while reinforcing "hands-on, minds-on" STEAM practices.
4. Thematic Learning:
Enhancing motivation and generic skills through cross-curricular themes and experiential activities.

Development of Generic Skills:

Developing students' communication skills, critical thinking skills, creativity, problem-solving skills, self-management skills, self-learning abilities and collaboration skills.

Cultivation of Proper Values, Attitudes and Behaviours:

Coping with the school-based life education, "I-Shine" Award Scheme is implemented to build up students' self-management ability and to help them achieve the 12 qualities of a TCS student, including responsibility, propriety, filial piety, empathy, integrity, perseverance, diligence, abidance by the law, commitment, benevolence, respect for others, intelligence, and unity.

Student Support

Whole School Approach to Catering for Learner Diversity:

Through early identification and intervention, we provide a multi-structured approach to support students with a variety of learning needs.

Whole School Approach to Integrated Education:

Our school adopts a whole-school approach to provide support to students with different learning needs. We offer school-based speech therapy service and Understanding the Adolescent Project (UAP) to cater for students' diversity, so as to strengthen their self-confidence and learning abilities. We also provide special arrangements in homework, dictation and examinations for students with special education needs.

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; 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.

Curriculum Tailoring and Adaptation:

1. Utilizing school-based workbooks across all subjects for P.1-P.6.
2. P.1–P.6 school-based English Reading Programs are taught by Native English Teachers (NETs).
3. Participating in various school-based support programs organized by the Education Bureau (EDB) and universities.
4. Implementing the JC GoAI Project.
5. Conducting Robotics, Marine Studies, Forest School, and Chinese Medicine curricula during Wednesday's "Shine and Fine" sessions.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The school values home-school co-operation. The Parent-Teacher Association (PTA), acting as a bridge between the parents and the school, has been established to reinforce mutual communication. There are two Parent Managers in the IMC, increasing the participation of parents in school development. Latest news of the school will be published regularly through the e-Class Parent App and other social media.

School Ethos:

The school values the campus caring culture. We have been consecutively awarded the "Caring School Award" for fifteen years. Guided by the philosophy of "Integrating Discipline and Guidance", the school implements a Life Education curriculum to construct a well-being education system. This framework empowers students to achieve self-improvement in both their behavior and character.

Future Development

School Development Plan:

2025-2028 Development Plan:

1. Fostering the spirit of scientific inquiry and innovative thinking of students.
2. Nurturing students' language proficiency and generic skills.
3. Promoting healthy lifestyles among students.
4. Cultivating positive values in students by grounding them in Chinese culture.

Teacher Professional Training & Development:

We encourage and organize professional development activities for teachers and co-organize the joint school teacher exchange program with other schools.

Others

1. Prizes to encourage students to improve themselves in various aspects are offered.
2. School-based Native-speaking English Teacher (NET) Scheme is implemented. By employing multiple NETs, students' English learning environment is enhanced.
3. School-based phonics and reading programme, after-school storytelling and English speaking courses are provided to students in Key Stage 1.
4. School-based English Reading Across the Curriculum (RaC) and Reading Program are implemented for students in P.4 to P.6.
5. English Drama Elite Class to provide language training for those students with potential.
6. Our Native English Teacher (NET) program extends beyond the language classroom: NETs conduct English and Science lessons for P.1, Science and Physical Education for P.2, and Visual Arts for P.3.