世界龍岡學校黃耀南小學
L.K.W.F.S.L. Wong Yiu Nam Primary School
Kwong Yuen Estate, Sha Tin, New Territories
26378637 info@wynps.edu.hk
26494301 http://www.wynps.edu.hk

91
POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. So Wai Ming	Mr. Lee Sui 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					100%

Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Lung Kong World Federation School Ltd.	Loyalty, Righteousness, Benevolence and Courage	1989	Chinese	School Bus	About 1300 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
-	-	$20	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
25	1	1	1	Koi Pond, Soil & Hydroponic Field, Biotope Aquarium, Microcosm Pond Ecosystem Gallery and Ecological Corner

Special Room(s)	Facility(ies) for Supporting Students with Special Educational Needs
8 special rooms (Student Activity Centre, Visual & Art Room, Computer Room, Art and Culture Room, Science Room, Library, Music Room and Spanglish 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	25	Total number of teachers in the school	30

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%	98%	40%	43%	64%	13%	23%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	1	1	1	2	2	4	11
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	1	1	1	1	2	2	8

Mode of teaching at different levels	Small-class teaching at Primary One to Six. Adopt activity-approach to engage students' learning initiatives.
Remarks	We utilize fundings to hire extra teachers to cater for the learners' diversity. Our school joins the EDB's Intensive Remedial Teaching Program in order to assist students to learn according to their abilities. Remedial lessons of different subjects before and after school are conducted for students who are in need.

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)	2	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	In addition to assessment results, students' learning and growth are evaluated through classroom performance, homework, projects, oral reports, practical activities, self-evaluation and peer evaluation. This approach supports diverse learners, encourages reflection and improvement, and develops communication, collaboration, creativity and problem-solving skills.
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	Adaptations are provided for learners' 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	30 mins	8:00 AM	3:00 PM	12:05 PM - 12:55 PM

Lunch arrangement	Healthy school life	Remarks
Provided by designated supplier, arranged by parents and arranged by parent volunteers.	Practising a healthy life is the theme of the integrated curriculum. The ideas of Health education will also be brought to the community.	Extra-curricular activities and project learning are arranged in the afternoon. After lunch, students can participate in different activities such as story-telling, practising musical instruments etc.

Life-wide Learning

Students are encouraged to join various extra-curricular activities such as Verse Speaking, Visual Art, Chinese Kung-fu, Sports training, Girl Guide, Flag Raising Team, Latin Dance, Rope Skipping Class, Fencing, English Phonetic course, English Writing course, Maths Olympiad, Choir, Carillon class and Mini orchestra.

School Mission

Loyalty, Justice, Kind and Brave.

School Characteristics

School Management

School Management Organisation:
Lung Kong World Federation School Limited

Incorporated Management Committee / School Management Committee / Management Committee:
IMC include teachers, parents and independent managers.

School Green Policy:
Environmentally Friendly Policy

School's Major Concerns:
1. Comprehensively implement Career Planning.
2. Focus on the value education.
3. Consolidate the foundation of National Education and cultivate the patriotism of teachers and students.

Learning and Teaching Plan

Learning & Teaching Strategies:
Small class learning and teaching approach is launched for catering learning diversity. Teachers design interesting and meaningful learning activities according to students' needs. Students explore their interests, curiosity and play creativity through the activities and discuss among peers. Teachers provide quality classroom interaction and feedback to help students construct newly learnt knowledge. Cross-curricular learning activities with a variety of themes are promoted such as Thanksgiving Month and Science Inquiry Month. Through these life-wide learning programmes, students' positive learning attitude is cultivated.

Development of Major Renewed Emphases of the Primary Education Curriculum:
We select appropriate topics from each subject to design school-based activities in line with the purpose of national security education. With the "Love with Therapaws" activity, students experience the diversity and value of life. We also optimize the learning elements of the subjects and promote Theme Reading to each subject. We create more diversified interdisciplinary learning activities for students and promote students to acquire various learning experiences. We have also planned various multiple intelligence courses and specially organized "Star Programme" activities for junior level students, allowing students to participate in art creation, music training, group cooperation and problem-solving activities with cross-level schoolmates. Some financial education activities and moral education lessons are implemented to allow students to understand the environment in which they live and plan for the future.

Development of Generic Skills:
We place high value on the development of students' generic skills, as well as their learning ability and appropriate values. Through various learning experiences, students learn to apply creativity, critical thinking, mathematical skills, IT skills, problem solving skills and self-management skills. They also learn to collaborate and communicate with others.

Cultivation of Proper Values, Attitudes and Behaviours:
Moral education is an important element of holistic education. Our school cultivates positive values and attitudes through teaching and learning in various Key Learning Areas, subject curriculums, and other related learning experiences. We also provide support to students at different stages of growth and preparing them to make objective analysis and reasonable judgment when facing adversities. Let's take our learning into practice and face the challenges ahead with confidence.

Student Support

Whole School Approach to Catering for Learner Diversity:
1. Intensive Remedial Teaching Program and school-based tutorial lessons are provided.
2. School-based speech therapist provides services to students who are in need.
3. Supported programs are introduced to students who are in need.
4. Peer supporting scheme promotes collaborative learning among pupils with different abilities.
5. School-based educational psychologist provides services and training to meet the needs of students.

Whole School Approach to Integrated Education:
1. Whole School Participation for Inclusion: To implement Early Identification and Early Intervention, adopting a three-pronged approach across school culture, policies, and practices to create a caring and inclusive campus.
2. Professional Leadership and Tiered Support: To emphasize collaboration between home and school, as well as multi-disciplinary teams (such as Educational Psychologists and Speech Therapists); and to utilize the 3-Tier Intervention Model, ranging from classroom accommodations and small group coaching (e.g., social skills, literacy training) to Individual Education Plans (IEP), to precisely cater to student diversity.
3. Diversified Development and Future Planning: To foster students' abilities in self-management and goal-setting through systematic Life Planning Education, assisting them in planning their lives according to their interests and abilities.

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; organising activities to create an inclusive learning environment in the school; and hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents of NCS students.

Curriculum Tailoring and Adaptation:
1. School-based curriculum is introduced through cooperative lesson planning.
2. Individualized Education Program has been designed to meet children's learning needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:
Parents Teacher Association facilitates good relationship between parents and the school. A lot of activities are also introduced and all parents and students are all welcomed to participate.

School Ethos:
1. Harmonious atmosphere.
2. Set up a diversified performance platform for students to cultivate their self-confidence.
3. Through the concept of integrating training and auxiliary, assist students to establish positive values and good characters.

Future Development

School Development Plan:
1. Broaden the view of students by providing a variety of activities.
2. Promote the integration of Artificial Intelligence in learning and teaching.
3. To build up positive images of the individual students, our school provides various programs to cater for individual differences
4. Further enhancement of pupils' sympathy and empathy through collaborative learning activities.

Teacher Professional Training & Development:
1. Hold relevant workshops and training activities.
2. Conduct co-planning workshops and peer lesson observations.

Others

1. Students obtain good results from participating different kinds of extra-curricular activities.
2. The IMC provides various scholarships to reward students.
3. Students from Primary 4 to 6 are provided with at least one opportunity to participate in Mainland exchange programmes.