



道教青松小學 Taoist Ching Chung Primary School

Shan King Estate, Tuen Mun, N.T.

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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. Cheng Hong Kan	Mr. Leung Cheuk Yin	Established	Aided Whole Day	Co-ed	Taoism
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
Ching Chung Taoist Association of Hong Kong Ltd.	To guide students in the understanding and appreciation of the underlying natural constitution of the world.	1985	Chinese	School Bus	About 3800 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
-	-	\$30	\$310	Replacement of student card: \$43

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	1	1	1	Air-conditioned. Internet and Wifi connected. All classrooms with touch screen TV. A big LED screen in school hall.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Eight (Including English Reading Room, Activity Room, Computer Room, Music Room, Designated tutorial rooms for small group learning, Speech Therapy Room) and an Outdoor Learning Garden.				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				Total number of teachers in the school		
56				57		
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%	30%	73%	2%	20%	78%

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	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	30
Mode of teaching at different levels	Small class sizes for P.1-P.6. Students are screened through systematic testing, streamed according to the test results, and given activities and materials appropriate to their levels. Effort is made to overcome weaknesses and move students to a normative level.						
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
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Diversified Assessment for Learning	Formative Assessment.				
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, starting from P.2, is done to give academically gifted students an opportunity to learn with more challenging activities and materials.				

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	7:45 AM	2:45 PM	12:40 PM - 1:40 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Reading Session every afternoon. Healthy eating promotion project.		1. 7:45am - 8:00am Class Teacher Period. 2. Rest and Reading Session after lunch every day. 3. Homework Session for students every afternoon. 4. 2:05pm - 2:45pm Moral Education/Scout Activities/"Let's Shine" Integrated Activities/STEAM.		

Life-wide Learning

Programs for systematically developed special skills for students with interest and potential in certain areas such as: English, Chinese, Mathematics, academic competitions, STEAM, English Musical, Chinese and vocal music, athletics, team and individual sports. Programs for preparation for inter-school competitions, and summer activities such as handicrafts, sports and academic subjects.

School Mission

We are mandated to establish a legitimate public educational institute for school age students in Tuen Mun.

School Characteristics

School Management

School Management Organisation:

There are 9 administration units: school administrative affairs unit, curriculum development unit, academic affairs unit, student support unit, disciplinary and counselling unit, extra curricula activities unit, national education unit, IT unit and student affairs unit. They are responsible for setting up school policies, facilitating the smooth running of the school policies and making final decisions.

Incorporated Management Committee / School Management Committee / Management Committee:

Incorporated Management Committee was established in 2007. The Committee members are formed by representatives from the school advisory board, teachers, parents and alumni.

School Green Policy:

Environmental protection ambassadors scheme promotes green living and conservation.

School's Major Concerns:

Multiple intelligence, invitational education, caring school, small class teaching, positive education and life education.

Learning and Teaching Plan

Learning & Teaching Strategies:

An ongoing effort is made to give opportunities for students to have various learning experiences other than the academic program. Students are encouraged to go outside on educational interflow trips which enhance their understanding of various communities and cultural realities. Every year the school has a theme on Values Education. The school library promotes reading across the curriculum. Moral and life education, social and emotional education, and life planning education are implemented by class teachers regularly. E-learning and IT are integrated into specific subject lessons.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Promote national education in multiple aspects. Emphasize the "Core Values of TCCPS". Learn empathy through experiential activities, and cultivate students' attitudes of law-abidingness and diligence. Encourage students to do more sports through the "Ching Chung Physical Sports Calendar" in order to promote a balance between physical and mental developments and promote the health message of MVPA60. Interdisciplinary activities and reading across curriculum are integrated together to promote reading, with the help of the whole-school reading scheme. Provide a variety of all-round activities. Strengthen STEAM education through the learning of AR/VR. Carefully analyze students' learning performance to design more appropriate teaching plans for students of different levels, so as to cater for the learners' diversity and improve teaching effectiveness.

Development of Generic Skills:

Our school has systematically arranged the nine generic skills to different key stage areas of learning. We have always taken the students' development and the specific focuses of various subjects into account when we are doing such planning.

Cultivation of Proper Values, Attitudes and Behaviours:

Promotion of "Core Values of TCCPS", together with the promotion of caring school atmosphere and positive education. Promotion of the Twelve Priority Values and Attitudes.

Student Support

Whole School Approach to Catering for Learner Diversity:

Our school provides the following support and resources for SEN students: arranging Chinese, English, and Mathematics tutorial classes after school; setting up attention training groups and social training groups; having our school-based educational psychologist support the school in developing "Individual Education Plan" for students in need; providing school-based speech therapy services; providing adjustments for learning, homework, and assessments; establishing the "Helpful Ambassadors" program and arranging inclusive activities in school. Our school also makes good use of community resources and participates in activities established by different organizations to provide diversified support to students.

Whole School Approach to Integrated Education:

Our school supports students with special educational needs (SEN) through the Whole School Approach. By using Learning Support Grant, we aim to enhance their learning effectiveness and help them integrate into school life. The Student Support Team of our school is led by the Special Educational Needs Coordinator, with members including our school-based educational psychologist, school-based speech therapist, school social workers, teachers who provide support for students with SEN, subject heads, curriculum development directors, etc. In addition, we value home-school cooperation and have established a regular communication mechanism to discuss and review students' support strategies with parents through many platforms.

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. Integrated contents of various subjects.
2. Special classes for talented students.
3. The gifted education programme for gifted students.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The PTA has a large team of parent volunteers who are in close contact with the school at any time to provide support for various school activities. In addition, parent volunteers will organize parenting and festive activities and participate in charitable services in the community. The PTA also nominated parent representatives to serve as parent managers of the IMC to provide advice on school affairs.

School Ethos:

Emphasis on caring and inclusive culture. Nurturing students' positive thinking. Big Brother Big Sister Program and Buddy Reading Program help Primary One students adapt to primary school life. Rated as one of the schools with Grade A-level school ethos in Tuen Mun for several years.

Future Development

School Development Plan:

1. Improve students' learning performance.
2. Cultivate students' positive thinking and healthiness.
3. Caring school atmosphere.
4. Explore students' potentials. Promote gifted education.
5. Student-centered school-based curriculum to upgrade students' ability for learning.

Teacher Professional Training & Development:

1. Central teacher development policy.
2. Sharing session after class observation.
3. Participate in the joint school's teaching program every year in order to improve our teaching standards.

Others

Whole school Houses and Scouts Development Scheme. Promotion of Chinese culture. A school-based curriculum of Chinese medicine.