



School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. HO DAVID, BBS, JP	Ms. Chiong Mei Chun	Established	DSS 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					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Po Leung Kuk	Love, Respect, Diligence and Integrity; Understanding Tao, Establishing Virtue	2005	English	School Bus	About 3500 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		Pledged School	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
\$13,150 in 10 installments	-	\$50	-	Textbooks, learning materials, activity fees, lunch and school bus fees (as applicable).

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	3	1	1	The Angela Leong On Kei Swimming Pool Complex features a 5-lane, 25-metre heated pool maintained at a comfortable temperature. It also provides additional open areas.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
The school building is seven storeys high and comprises a library, two Music Rooms, a SMART Garden, a Chinese Herbal Garden, a STEAM Laboratory, a Science Hub, a Visual Arts Room, a Computer Room, a basketball court, and two playgrounds.				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			-	Total number of teachers in the school		64
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
86%	100%	30%	71%	32%	24%	44%

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	4	4	4	4	4	24
2026/2027 school year (Based on the approval of EDB in 2026)	No. of classes	4	4	4	4	4	24
Mode of teaching at different levels	The school adopts an activity-based, group learning approach. In most lessons, two teachers collaborate in co-teaching. In each English lesson, one of the teachers is a native-speaking teacher to enhance English learning. Apart from Chinese, which is taught in Putonghua, all other subjects are taught in English.						
Remarks	-						

Performance Assessment

Number of test(s) per year (P1 only)		2	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)		3	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	The school adopts diversified assessment strategies, integrating both formative and summative assessments. Various modes, including classroom observation, assignments, project learning, oral presentations, and tests and examinations, are used to comprehensively evaluate students' learning performance and facilitate feedback for continuous improvement.						
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	Students are allocated to classes based on their learning abilities to ensure a balanced class composition. Their learning needs are continuously reviewed through daily lessons and assessments, and appropriate support is provided to cater for learner 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	8	40 mins	8:10 AM	3:00 PM	12:05 PM - 1:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	The school places great emphasis on promoting a healthy school life by implementing a range of measures to support students' physical and mental well-being. These include healthy eating initiatives, regular physical activities, and mental health education to cultivate positive lifestyle habits. The school also strives to provide a safe, caring and environmentally friendly campus to support students' whole-person development.		Teachers dine with students to foster positive teacher-student relationships and provide more opportunities for interaction and informal communication beyond the classroom.		

Life-wide Learning

The school offers nearly 100 activities across sports, arts, and academic domains. In sports, students can participate in athletics, swimming, football, basketball, badminton, and fencing. In the arts, a range of music-related activities is available, including the choir, orchestra, and vocal training. Academically, students may join the debating team, choral speaking team, Olympiad Mathematics team, and STEM enrichment programmes, promoting students' all-round development.

School Mission

1. To create an inviting community that is conducive for learning and growth.
2. To provide diverse learning experiences and opportunities to our students and enable them to discover and develop their potential.
3. To instill in our students' positivity, perseverance, love and compassion so that they can become productive members of society.

School Characteristics

School Management

School Management Organisation:

The school is managed by an Incorporated Management Committee (IMC), comprising representatives of the sponsoring body, the principal, teacher representatives, parent representatives, and independent members. The principal oversees daily school operations and administration, leading the vice principal and middle management team to drive school development and foster a collaborative professional culture for continuous improvement.

Incorporated Management Committee / School Management Committee / Management Committee:

Incorporated Management Committee has been successfully implemented.

School Green Policy:

The school is committed to promoting environmental protection through the curriculum, activities, and campus initiatives to cultivate students' environmental awareness and sense of responsibility. Measures such as waste reduction, energy conservation, and low-carbon practices are actively implemented. Environmental education and experiential activities are strengthened to encourage students to cherish resources and adopt sustainable lifestyles.

School's Major Concerns:

1. To implement new and improved strategies for catering to the diverse learning needs of our students.
2. To promote positive attitudes within our school community.

Learning and Teaching Plan

Learning & Teaching Strategies:

The school adopts a student-centred learning and teaching approach. A variety of teaching strategies and activities are employed to enhance students' motivation and learning effectiveness. Co-teaching, group learning and the use of information technology are implemented to cater for different learning needs and to develop students' self-directed learning skills, creativity and problem-solving abilities, supporting their whole-person development.

Development of Major Renewed Emphases of the Primary Education Curriculum:

In alignment with the ongoing renewal of the primary education curriculum, the school continuously enhances its learning and teaching strategies, with a focus on nurturing students' positive values and attitudes. Emphasis is placed on national education, STEAM education, and the effective use of information technology. Through cross-curricular learning and diversified learning experiences, the school develops students' generic skills, higher-order thinking, and self-directed learning abilities, fostering whole-person development.

Development of Generic Skills:

The school places strong emphasis on the development of generic skills through diversified learning and teaching strategies. Students' communication, collaboration, critical thinking, creativity, and problem-solving skills are fostered through group learning, project-based learning, and cross-curricular activities. These approaches promote active participation and develop students into self-directed learners, laying a foundation for lifelong learning.

Cultivation of Proper Values, Attitudes and Behaviours:

The school is committed to nurturing students' positive values, attitudes, and behaviour. Through positive education, moral and civic education, students develop a sense of responsibility, respect for others, integrity, and perseverance. Learning opportunities through lessons, activities, and life-wide learning experiences help students cultivate a positive outlook and become responsible citizens with good character.

Student Support

Whole School Approach to Catering for Learner Diversity:

The school adopts a whole-school approach to cater for learner diversity. Through curriculum adaptation, diversified teaching strategies and tiered support, appropriate assistance is provided to students with different learning needs. Professional collaboration among teachers, together with internal and external resources, supports both gifted students and those with special educational needs, fostering whole-person development.

Whole School Approach to Integrated Education:

The school adopts a whole-school approach to inclusive education, coordinated by the Student Support Team comprising the principal, SEN coordinator, teachers, and relevant professionals. Resources such as the Learning Support Grant are flexibly deployed. Under the three-tier support model, students with special educational needs (including non-Chinese speaking students) are provided with curriculum and assessment adaptations, small-group support, social skills training, speech therapy services, and Individual Education Plans (IEPs). Regular communication is maintained with parents, and a Student Support Summary is provided annually to review students' progress.

Education Support for Non-Chinese Speaking (NCS) Students:

Our school provides additional support for NCS students to facilitate their learning of Chinese: arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; organising activities to create an inclusive learning environment in the school; and our school uses Putonghua to teach Chinese in all classes / groups at all levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc.

Curriculum Tailoring and Adaptation:

The school implements curriculum adaptation and differentiation to cater for students' diverse learning needs. Adjustments are made to teaching content, pedagogy, assignments, and assessment methods to support students of varying abilities. Tiered assignments, enrichment programmes, and support provisions are flexibly adopted to extend the learning of gifted students and provide appropriate support for those with learning difficulties, fostering whole-person development.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The school places great emphasis on home-school cooperation. Through various channels such as the Parent-Teacher Association, parent days, seminars, and workshops, close communication and collaboration with parents are maintained. Parents are encouraged to participate actively in school activities, and regular communication helps address students' needs and support their holistic development.

School Ethos:

Our school places strong emphasis on moral education, aiming to nurture students to understand moral principles and cultivate virtues, care for others, extend compassion, and serve the community. Students are also encouraged to develop independent thinking and an innovative mindset, preparing them to become future leaders.

Future Development

School Development Plan:

Based on the School Development Plan (2024–2027), the school aims to promote students' whole-person development and lifelong learning. Two major priorities have been identified. First, the school strives to enhance learning and teaching strategies by promoting differentiated instruction and incorporating higher-order thinking skills into classroom practices and assessment design, so as to cater for learner diversity. The effective use of information technology and Artificial Intelligence is also emphasised to foster students' self-directed learning, collaboration, and problem-solving abilities.

Second, the school is committed to promoting positive education to nurture students' positive attitudes and good character. Through structured programmes and experiential learning opportunities, students are encouraged to develop values such as respect, empathy, responsibility, and resilience. National education elements are strengthened to deepen students' understanding of Chinese culture and their sense of national identity.

In addition, the school places great importance on teachers' professional development and home-school cooperation, fostering continuous improvement in learning and teaching effectiveness and supporting sustainable school development.

Teacher Professional Training & Development:

The school places great emphasis on teachers' professional development. Through school-based training, professional learning communities, peer lesson observation, and post-lesson sharing, teachers' professional growth is enhanced. In response to curriculum development needs, teachers are encouraged to participate in external training and professional exchange activities to strengthen teaching effectiveness. Continuous professional development and reflective practices foster a collaborative culture, enhancing teaching quality and supporting ongoing school improvement.

Fee Remission

Our school offers full school fee remission or 1/2 school fee remission. Needy students, including those from families receiving the Comprehensive Social Security Assistance (CSSA) and students receiving financial assistance provided by the Student Finance Office of the Working Family and Student Financial Assistance Agency (WFSFAA), could apply for fee remission.

- Newly admitted students could apply for the school fee remission after 6 week(s) of commencement of the new school year. Application results will be announced within 6 week(s) after submission of applications.
- Please visit the web-link in our school's website for details of school fee remission scheme, including the family income limits.

Others

The school offers a range of scholarships and award schemes to recognise students' outstanding achievements in academics, conduct, and extra-curricular activities. Students actively participate in open and inter-school competitions and have achieved remarkable results in music, sports, STEAM, and academic areas. The school also organises a variety of exchange and study programmes, including Mainland and overseas cultural tours, to broaden students' horizons and enhance their language proficiency and global perspective.