



五邑鄒振猷學校 F.D.B.W.A. Chow Chin Yau 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. Yan Man Fai	Ms. Chan Ning Yan	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					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Five Districts Business Welfare Association	Understand the truth. Discipline yourself.	1984	Chinese	Nanny van	About 1700 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
-	-	\$50	\$300	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	Interactive E-Whiteboards, i-Floor, Interactive Floor Projection System and Immersive Planetarium, Chinese Culture Corridor, Climbing wall, Secret Corner and Garden, Nature and Ecology Facilities
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Steam Lab, Inno Lab, Visual Arts Room, Music Room, Library, Joyful Land, Sharing Cafe, Sparkling Hub, One Half Cafe and Starry Sky General Store				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				46	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	
94%	96%	21%	47%	30%	19%	51%	

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 (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	3	4	4	4	4	23
Mode of teaching at different levels	(1)The school implements small-class teaching with 3E learning mode which lets students ENGAGE, EXPERIENCE and EXPLORE in the learning process and enjoy the pleasure of learning. (2)Provide experiential cross-curricular theme-based learning for students to apply what they have learnt.(3)Provide advanced training for more able students.						
Remarks	The school offers after-school care, with the campus remaining open for self-study and extracurricular activities from Monday to Friday.						

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							Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	1. Multi-mode assessments including book reports, project-based learning, and practical assessments. 2. Unit assessments are conducted in Chinese, English, and Mathematics for P1 to P6 to monitor students' learning progress and effectiveness. 3. In addition to teacher assessments, the school incorporates student self-evaluation, peer review, and parent feedback.						
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	No elite streaming is practiced school-wide to minimize the labeling effect.						

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	35 mins	8:10 AM	3:00 PM	12:40 PM - 1:40 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	(1) To foster an active campus, the school organizes morning exercises and diverse sports activities. (2) As a "NutriSchool" accredited by the Department of Health since 2010, the school consistently promotes healthy eating. (3) Through the 'Mental Health@School' Campaign, the school provides a 'Secret Garden' and hosts year-round activities to support students' emotional well-being and stress relief.		(1) The daily timetable prioritizes core academics and reading in the morning, while afternoons focus on holistic growth through values education, diverse activities, tutorials, and leadership training. (2) Students engage in service learning via the 'One Student, One Duty' scheme, with various activities offered before school and during lunch. (3) Additionally, monthly large-scale events are organized to involve the entire student body, fostering a vibrant and inclusive school community.		

General Activities include day camps, overnight camps, overseas learning tour, outdoor learning days, Chinese Costume Day, school picnics, Christmas party, sports day, Lunar New Year Cultural Day, STEAM Day, Fantastic Night, and Talent Show.

Extracurricular Activities & Interest Classes include Chinese orchestra, musical instrument classes, school choir, verse-speaking training, Chinese and English dramas, track and field, ball games, dance, rope jumping, Taekwondo, martial arts, fencing, Boy Scouts, Flag-raising Team, Visual Arts Club, Ecology Group, Robotics Team, and STEAM Group.

School Mission

The school is committed to providing diversified, high-quality education that focuses on inspiring young minds and nurturing upright character. By promoting balanced development across the five domains of ethics, intellect, physique, social skills, and aesthetics, the school encourages students to pursue academic excellence and personal integrity, preparing them to become pillars of society.

School Characteristics

School Management

School Management Organisation:

- (1) The school is managed by the Incorporated Management Committee (IMC).
- (2) The Principal directly oversees the Administrative Decision-Making Committee, the Learning and Teaching Committee, and the Student Nurturing Committee.
- (3) Under the Principal, the school is organized into three core domains: Administration, Learning and Teaching, and Student Nurturing. The Vice Principal assists the Principal in coordinating, monitoring, and managing these areas.
- (4) Under the Learning and Teaching Committee and the PSMCD, subject panels are responsible for the development of individual academic subjects.

Incorporated Management Committee / School Management Committee / Management Committee:

Our IMC consists of 16 members. They are 9 sponsoring body managers, 1 school principal, 2 teacher managers, 2 parent managers, 1 alumni manager and 1 independent manager.

School Green Policy:

The school is dedicated to building an environmentally friendly green campus and promoting sustainable development. To deepen students' understanding of the harmonious coexistence between humanity and nature, the school has implemented the following initiatives: (1) Implementation of a comprehensive campus recycling program. (2) Active participation in the 'Greening School Subsidy Scheme'. (3) Establishment of the 'Nature Path' within the school premises, featuring specialized zones such as the Forest Animal Pavilion (Low-carbon Zoo), Butterfly Garden and Dream Butterfly Corridor, and Herb Path.

School's Major Concerns:

- (1) Inspiring Passion for Learning to Foster Joyful and Lifelong Learners.
- (2) Cultivating Positive Emotions and Relationships to Foster Flourishing Individuals.

Learning and Teaching Plan

Learning & Teaching Strategies:

- (1) The school implements the 3E Instructional Model (Engage, Experience, Explore), integrating Drama in Education, Game-based Learning, Self-directed Learning, e-Learning, and Cooperative Learning.
- (2) The school utilizes a school-based Chinese curriculum along with English phonics and reading workshops to enhance students' language proficiency.
- (3) The Mathematics subject prioritizes self-directed inquiry-based learning.
- (4) The Humanities subject prioritizes game-based learning.
- (5) The Science subject and STEAM education aim at fostering scientific inquiry skills and literacy, as well as creative problem-solving abilities.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- (1) Fostering Character and Nurturing Talent: The school prioritizes Values Education. Through the formal curriculum, life-wide learning experiences, and a supportive campus atmosphere, the school cultivates essential values, including moral education, national education, and life education.
- (2) Creating Space for Growth: By optimizing lesson time, the school dedicates morning sessions to academic subjects and afternoon sessions to character building and experiential learning activities to promote holistic development.
- (3) Student-Centred Learning: The school implements the 3E Instructional Model, emphasizing a learning approach rooted in experience and self-directed inquiry.

Development of Generic Skills:

- (1) Develop generic skills through subject teaching and the learning experiences.
- (2) Design and develop subject-based and cross subjects project learning.
- (3) Implement thematic inquiry-based learning and problem-based Learning.
- (4) Cultivate self-directed learning abilities and develop generic skills through STEAM activities.
- (5) Life-wide learning experiences.

Cultivation of Proper Values, Attitudes and Behaviours:

- (1) Moral Education Lessons: The curriculum encompasses life education, national education, and values education.
- (2) Curriculum Integration: These values are seamlessly infused across all academic subjects and disciplines.
- (3) Diversified Life-wide Learning: The school provides a wide array of life-wide learning experiences and nurturing activities to foster holistic growth.

Student Support

Whole School Approach to Catering for Learner Diversity:

- (1) KG-to-Primary Transition: Providing simulation courses, adaptation programs, and the Early Identification and Intervention Programme for P.1 Students with Learning Difficulties Programme.
- (2) Primary-to-Secondary Transition: Offering secondary school interview workshops, secondary school experience days, seminars and alumni sharing sessions.
- (3) Life Planning: Implementing early career and life planning to help students set goals.
- (4) Gifted Education: Establishing enrichment classes and providing referrals for off-site gifted education programs.
- (5) Remedial Teaching: Providing an Intensive Remedial Teaching Program.
- (6) Diversified Teaching Strategies: Utilizing multiple instructional methods to cater to learner diversity.
- (7) Homework Support: Providing after-school homework tutorials and guidance.
- (8) Peer Support: Implementing the Caring Angels Peer Support Scheme

Whole School Approach to Integrated Education:

- (1) Student Support Team
- (2) School Social Workers
- (3) School-based Speech Therapist
- (4) School-based Educational Psychologist
- (5) Special Educational Needs Coordinator
- (6) Special Educational Needs Support Teachers
- (7) Remedial Classes
- (8) Early Identification and Intervention Programme for P1 Students with Learning Difficulties
- (9) Individual and Class-based Learning Programmes
- (10) Student Training Groups, e.g. Chinese Enhancement Group, Social Skills Training Group and Emotion Management Group
- (11) Teacher and Parents Training

Curriculum Tailoring and Adaptation:

- (1) Flexible Curriculum Adaptation and Enrichment: Implementing a flexible policy for curriculum tailoring and enrichment to optimize both remedial support and enrichment programs.
- (2) Tiered Assignments and Assessment Accommodation: Providing tiered assignments in Chinese, English, and Mathematics, along with diversified homework and assessment accommodation, to cater to the diverse learning needs and abilities of all students.

Home-School Co-operation and School Ethos

Home-School Co-operation:

- (1) Parents are vital partners in education, fostering mutual trust to nurture student growth.
- (2) Through the 'Rainbow Program', the school enhances parental education via workshops, adventure activities, and the 'Cool Dads and Beautiful Moms Hub'.
- (3) Communication is strengthened through Grade-level Meetings, Parent's Day, and the 'Principal's Chat Room'.
- (4) An organized volunteer network supports daily operations.
- (5) The Parent-Teacher Association (PTA) further solidifies this bond by organizing diverse activities, such as technology tours, baking classes, and picture book workshops, creating meaningful bonding opportunities and a robust home-school partnership.

School Ethos:

We are committed to promoting holistic development and creating a campus culture of self-discipline, caring, and happiness. Through a model of whole-school participation and integrated counseling, we aim to promote the healthy growth of students' physical, mental, and emotional well-being.

Future Development

School Development Plan:

- (1) Implementing AI in Education
- (2) Deepening STEAM education
- (3) Optimizing the teaching of the Science and Humanities subjects
- (4) Implementing Project-Based Learning (PBL) and thematic inquiry-based learning
- (5) Implementing Chinese Culture Education Program
- (6) Adopting a whole-school approach in life education
- (7) Promoting sustainable development and ecological education programs
- (8) Implementing programs to enhance students' physical and mental well-being.

Teacher Professional Training & Development:

- (1) Strategic Professional Planning: The school plans year-round professional development activities based on key development priorities. These include experiential workshops, lesson study programs, lesson observations, and cross-level exchange activities to support school-based development;
- (2) Global Professional Horizons: The school organizes local, mainland, and overseas exchange activities to broaden teachers' professional perspectives and expertise.

Others

- 1. School Awards: 2025 Excellence in Holistic Education Award, Hi-Five Student Engagement Honorary Award, Happy Campus Star Award, Certificate of Merit for Outstanding Hong Kong School Study Tours, Certificate of Merit for Outstanding STEAM Interdisciplinary Learning
- 2. Teacher Awards: Chief Executive's Commendation for Community Service, Chief Executive's Award for Teaching Excellence, Award for Excellence in Educational Administration, Outstanding Teacher Award, Distinguished Teacher Award, HK Physical Education Teacher Award, Hong Kong Outstanding Teacher Award for Extra-curricular Activities and New Teacher Award.
- 3. Student Awards: In the previous academic year, students received a total of 549 awards in various external competitions.
- 4. According to the 'Hong Kong Children's Happiness and Life Education Index Survey', the level of school happiness among students at the school is higher than the Hong Kong territory-wide average.