



台山商會學校 Toi Shan Association Primary School

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70

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Chan Sheung Chi Steven	Dr. Tong Man Yee	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					65%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Toi Shan Association Education Organization Limited	Diligence • Honesty • Courage • Fortitude	1978	Chinese & English	School Bus	About 6806 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
-	-	\$30	\$150	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	2	2	Toishan café, play room, biotechnology laboratory, meditation nap room, reading forest, sports and competition room, karaoke room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Chinese room, English room, Math room, STEM room, Music room, Sports room, Visual arts room, ICT Lab, Computer room, Activity room, Tutor room, Conference room, Exhibition room, Nursing room, Student counseling room, Speech therapy room, Educational psychologist room, Teaching aid room.				Ramp, Accessible lift, Accessible toilet, Tactile guide path 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				31	Total number of teachers in the school		40
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%	49%	80%	21%	19%	60%	

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total	
2025/2026 school year		No. of classes	2	2	2	2	3	4	15
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)		No. of classes	3	2	2	2	2	3	14
Mode of teaching at different levels	- Small class teaching is implemented in all grades. - Multi-teaching strategies are adopted. - Students learn through various activities to achieve self-learning actively.								
Remarks	1. After-school tutoring class 2. After-school day-care service								

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	In Primary One, there are no examinations, while from Primary Two to Primary Six, there are three examinations held throughout the year. For Primary One to Primary Six, subjects such as Chinese, English, Mathematics, Humanities, and Science all have formative assessments, and teachers provide timely feedback. Various forms of assessment are conducted for each subject, such as practical assessments						
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	1.Students in Primary 4 to 6 will be grouped based on their academic performance and learning abilities, allowing for tailored instruction to enhance learning outcomes. 2 Implement tiered instruction						

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	3:00 PM	12:30 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Promote a safe and healthy campus. Participate in the "EatSmart School Accreditation Scheme (ESAS)" and encourage students to have a balanced diet. Doing chiropractic exercises between classes and our school has been awarded the "Excellent Chiropractic Campus".		1. Focusing on the whole-person development, core subjects and different learning activities are held in the morning and in the afternoon respectively. 2. Large-scale events are held every month to enhance students' interest in learning. 3. Provide tutorial classes for students. 4. There are also free after-school homework tutoring classes and after-school day-care service.		

Life-wide Learning		P.2
1. There are 16 uniform and service teams. 2. There are 40 different types of extracurricular activities such as sports, arts, English and technology. 3. Multiple intelligence courses are provided to explore students' potential.		
School Mission		
Based on the school motto "diligence, honesty, courage and fortitude", we teach our students to be diligent in learning, to treat others honestly, to be willing to serve and never give up. We aim at developing students' positive personality and positive values of life.		
School Characteristics		
School Management		
School Management Organisation: School organization is composed of four domains: Management and Organization, Learning and Teaching, Student Support, School Ethos and Student Performance. School Improvement Team optimizes our school development continuously.		
Incorporated Management Committee / School Management Committee / Management Committee: The Incorporated Management Committee of our school was established in 2009. Our IMC members include the representatives from the school-sponsoring body, the school principal, teachers, parents, professionals and alumni.		
School Green Policy: To establish a green school with an environmentally-friendly atmosphere. To enhance students' awareness on saving the Earth by training 'Earth Ambassadors' and launching different events promoting environmental protection.		
School's Major Concerns: 1. The school is committed to providing students with an enjoyable learning experience through innovative curricula, pedagogies and diversified activities. 2. A caring and cohesive atmosphere is created in the school to enable students to grow up healthily in a happy campus. 3. Diversified activities are organised to develop students' potential.		
Learning and Teaching Plan		
Learning & Teaching Strategies: Our school creates a joyful learning atmosphere and develops students' potential: 1. Create an English language environment to enhance students' proficiency in biliteracy and trilingualism. An internationally recognized Cambridge English curriculum is offered for Primary 1 and 2. 2. In Chinese curriculum, we adopt using Mandarin as a medium of instruction, with a focus on developing book-based teaching for Primary 1 and 2. 3. The English Reading Curriculum is designed by the NETs from primary one to six. 4. A forest program is designed for the Science curriculum, and the school's Toi Shan Ecological Garden provides various plants and animals for conducting learning activities. 5. The school also promotes Reading across the Curriculum (RaC), establishing interesting themes for specific grades in collaboration with different subjects.		
Development of Major Renewed Emphases of the Primary Education Curriculum: 1. we implement reading reward programs and encourage parent-child reading, fostering students' reading habits and enhancing their reading skills. 2. Through self-directed learning activities, gifted programs, thematic learning, life-wide learning, and overseas exchange activities, we cultivate students' various generic skills and autonomous learning abilities. 3. All subjects incorporate e-learning using tablets to enhance teaching effectiveness. 4. To keep abreast of the dynamic changes of the world, students' knowledge of computer programming is enhanced. Enhancement of coding education is designed for KS2 students.		
Development of Generic Skills: In the classroom, through group discussions, activity-based teaching, and thematic learning, we enhance students' generic skills such as communication, collaboration, critical thinking, and creative thinking. At the same time, through online self-learning and self-study sessions, we cultivate students' ability to learn independently.		
Cultivation of Proper Values, Attitudes and Behaviours: 1. Implement the "I Can Shine" Reward Program 2. Promote a Caring Campus Culture 3. School-wide Service Learning Program 4. Implement Positive Values Program 5. Strengthen Class Management 6. Personal Growth Curriculum 7. Moral Education Curriculum		
Student Support		
Whole School Approach to Catering for Learner Diversity: 1. Our school provides homework and assessment adjustments for individual students with special educational needs; provides after-school support and specialized group training for students in need; provides individual teaching plans, homework, dictation, and assessment adjustments for students with specific needs; and builds a caring and inclusive campus through diversified activities. 2. The school has "after-school homework tutorial classes" and "after-school care classes" to allow students to complete their homework before going home. In addition to taking care of family needs, it also strengthens parent-child relationships.		
Whole School Approach to Integrated Education: Through the whole-school participation model, cross-professional teams collaborate to provide students in need with a "support first, identify later" support model. Use the "Learning Support Grant" to provide timely and appropriate support projects for students with special educational needs. Support projects include hiring additional support teachers and teaching assistants for in-class support, homework and assessment adjustments, tutoring learning groups, social and executive function training groups, enhanced school-based speech therapy service, school-based educational psychology service, individual learning plans, etc.		
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; 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; hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents of NCS students; 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. Inclusive campus activities and off-campus visits to help NCS students explore the community and enrich social life.		
Curriculum Tailoring and Adaptation: 1. The professional team of teachers designs diversified teaching activities according to the different needs of students; provides assessment adjustments such as extra time, paper reading, and increased space in assessment papers for assessed students with special educational needs. 2. In order to enable primary one students to adapt to primary school life, the school plans policies such as "Primary One Bridging Classes", "Primary One Adaptation Courses", "Growth Ceremony", "Achievements Exhibition", and "No Exams for the Whole Year of Primary One".		
Home-School Co-operation and School Ethos		
Home-School Co-operation: Parents' seminar for parents to share their opinions. Parents' workshop for parents to learn skills in nurturing children. Parent volunteer team helps the school organize activities and serve the community. Parent interest classes are organised to strengthen mutual connections between parents.		
School Ethos: The school spirit is simple, attaches importance to the culture of care, students study diligently, respect teachers, and have the courage to serve others. Teachers care about students and value their growth.		
Future Development		
School Development Plan: 1. Focus on Promoting Biliteracy and Trilingualism: Enhance students' presentation skill. 2. Student-Centered Approach: Strengthen experiential learning. 3. Create a Happy Campus: Foster a positive campus culture to guide students towards joyful and healthy growth. 4. Enhance Collaboration with External Organizations: Provide students with broader learning resources. 5. Diverse Extracurricular Activities: Inspire students' potential.		
Teacher Professional Training & Development: Collective Lesson Planning for Teachers, Curriculum Research and Open Classes, Academic Sharing Sessions, Overseas Academic Exchanges, Professional Development and Continuing Education for Teachers, Curriculum Development Support Program by the Education Bureau, Support for Robotics Curriculum from Fudan University		
Others		
1. The academic scholarships are awarded to outstanding students in each class as an encouragement every year. 2. The Chan Chong Wai Scholarship are awarded to students with outstanding performance in sports or art. 3. Our school organizes numerous overseas exchange programs, including trips to Huizhou, Shanghai, Singapore, Taiwan, and Australia, enriching students' learning experiences each year. 4. Our school have two new campuses, increasing students' learning and activity space and allowing for the organization of more diverse activities.		