



School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Tong Sau Chai Henry, BBS, MH, JP	Mr. Lai Tsz Man, M.H.	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					94%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Hing Tak Public School Limited	Grasp Principles and Cultivate Virtues; Study Diligently and Pursue Excellence.	1954	Chinese & English	School Bus; Nanny van	About 4000 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
-	-	\$50	-	Fees for outings, visual arts material fees, etc

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
29	1	1	1	Brick Corner, Talent Platform, Arts Museum, Leisure Land, Gym Circle, and etc.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
English Room, Computer Room, General Studies Room, Visual Art Room, Music Room, Dancing Room, Conference Room, STEM Room, Campus TV Station, Counselling Room and PTA 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			47	Total number of teachers in the school		55
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%	42%	60%	25%	13%	62%

Class Structure

Class Structure			P1	P2	P3	P4	P5	P6	Total
2025/2026 school year		No. of classes	4	3	4	4	5	4	24
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)		No. of classes	4	4	3	4	4	5	24
Mode of teaching at different levels	The teacher-student ratio in classes with more Special Educational Needs (SEN) students is increased in order to practice Small Class Teaching; curriculum and homework accommodations are arranged according to students' differences in learning ability.								
Remarks	-								

Performance Assessment

Number of test(s) per year (P1 only)		0	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)		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	The abilities to practice in life, self-evaluate and self-actualise are our main focuses. Diversified formative assessments and students' portfolios are prepared for parents and students to understand strengths and weaknesses of the students. Instructions for evaluation are set, showing the marking criteria of all subjects, to provide students an obvious and clear learning target.						
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 streamed based on the ratio of boys to girls and their academic achievement. They are taught according to their competence in order to increase their learning effectiveness.						

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	35 mins	8:00 AM	3:30 PM	12:40 PM - 1:40 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Environmental Education is implemented. The food and drinks provided by the tuck shop and lunchbox menus all comply with the relevant requirements. The School Physical Fitness Award Scheme and wide-ranging health programs are adopted for fostering student's physical and mental health.		To create a healthy school life, we put heavy emphasis on students' and teachers' love and care. We strive to promote a caring school culture. Apart from showing concern towards students' healthy diet and environmental hygiene in school, a series of educational activities including overseas study tours and parent-child activities are held for students, parents and teachers to develop students' personalities.		

Life-learning

In order to enrich students after school activities and enhance students' multiple intelligence skills, our school promotes over 70 kinds of activities. We also have numerous school teams or uniform teams and every year holds many big events for students.

School Mission

Our school upholds the educational spirit of 'Grasp Principles and Cultivate Virtues, Study Diligently and Pursue Excellence', believing that every student has the potential to excel. Through holistic education, we aim to nurture students who love to listen, ask questions, appreciate others, and respect one another. We strive for the all-round development of students in moral, intellectual, physical, social, and aesthetic aspects, fostering self-discipline, self-respect, and respect for others.

School Characteristics

School Management

School Management Organisation:

The highest decision-making body is the sponsoring body, Hing Tak Public School Limited. Under its governance, the Incorporated Management Committee (IMC) oversees the school's operations, with the Principal managing the Vice- Principals, the heads of various functional groups, Subject Panel Heads, teaching staff and supporting staff.

Incorporated Management Committee / School Management Committee / Management Committee:

The IMC of the school has 18 board managers. 10 managers are from the sponsoring body (including the Supervisor). Other board managers include the principal, 2 parent managers, 2 teacher managers, 1 alumni manager and 2 independent managers.

School Green Policy:

1. A variety of trees and flowers are planted across the campus to promote a sustainable and ecological environment.
2. Environmental protection is integrated into all subjects, and eco-ambassadors are appointed to promote sustainable development.
3. Students actively participate in planting activities and campus clean-ups to enhance their environmental awareness.
4. Energy-saving measures, such as energy-efficient lighting are implemented.
5. Water conservation awareness is promoted.
6. Healthy eating habits are encouraged, and eco-friendly utensils are promoted to minimize waste.

School's Major Concerns:

1. Improve students' learning confidence and their learning efficiency.
2. Strengthen positive campus culture and focus on cultivating students' patriotic concepts and healthy life attitudes.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Create different contexts to cultivate students' bilingual and trilingual abilities.
2. Foster students' reading habits, skills, and create a conducive reading atmosphere.
3. Encourage scientific inquiry learning to stimulate students' creativity and develop their self-learning abilities.
4. Cater to student diversity by implementing gifted education and guidance teaching.
5. Utilize diverse teaching strategies, including group cooperation and problem-based learning, to meet the learning needs of different students.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Develop students' learning abilities and interests, laying a solid foundation for their comprehensive development in knowledge, skills, values, and attitudes.
2. Emphasize the cultivation of national consciousness, Chinese culture, values education, active learning, STEAM education, media and information literacy, healthy lifestyles, and holistic development.

Development of Generic Skills:

1. The Chinese Language subject cultivates students' abilities in communication, creativity, critical thinking, and systematic thinking through reading, writing, listening, and speaking activities.
2. Mathematics, Humanities, Science and project study develop students' abilities in self-management, research, problem-solving, critical thinking, and computation.

Cultivation of Proper Values, Attitudes and Behaviours:

1. The school will assist students in establishing positive values and attitudes, enhancing their judgment, adaptability, and autonomy when facing difficulties through moral education activities and personal growth programmes.
2. Foster a positive school culture and environment that promotes respect, cooperation, fairness, and care.
3. Encourage students to participate in community service and public welfare activities, allowing them to experience the importance of caring for others and contributing to society.

Student Support

Whole School Approach to Catering for Learner Diversity:

Throughout the 2025-2026 academic year, we have continuously provided 5 After-school Tutoring Classes per week with a maximum of 10 students per class. The total quota was around 50 students.

Whole School Approach to Integrated Education:

"Whole School Approach" aims at embracing a mutually inclusive culture, enhancing stakeholders' understanding and acceptance toward students with Special Educational Needs, and providing the students with appropriate assistance. In order to support students in need, the Student Support Team assists the school in imposing the "Whole School Approach" by establishing an inclusion policy and managing additional resources and manpower. Moreover, a regular communicating mechanism has been developed so that the school may cooperate with the parents and provide an adapted curriculum and diversified teaching approaches to students with different abilities, based on their different needs.

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; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; and organising activities to create an inclusive learning environment in the school.

Curriculum Tailoring and Adaptation:

School-based gifted education is promoted on both academic and affective aspects to realise whole-person development. We develop school-based curriculums and improve teaching effectiveness through co-plannings. Moreover, learning differences are undertaken by using teaching strategies. Exam adjustments and measures are available for students with special education needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The primary objective of the Parents Teachers Association is to promote close cooperation between parents and the school. It provides a formal venue for parents to participate in and assist with school activities. These activities serve as a platform for teachers and parents to exchange their views and cooperate with one another. The PTA organises volunteer work, recreational activities and parental education talks to facilitate the exchange of insights and experiences between parents and teachers on child upbringing. By doing so, home-school cooperation helps teachers and parents devise appropriate teaching methods for the healthy growth of the students.

School Ethos:

1. We pay special attention to students' moral education. We aim to train students to be self-disciplined and aware of their own personal short-comings and to reinforce their positive learning spirit.
2. The school emphasises the establishment of a caring campus and a caring environment for students to facilitate their learning.
3. We provide a leadership training programme for students to cultivate leadership skills.
4. Under the one student-one task scheme, every student needs to take up a role to nurture their sense of responsibility.

Future Development

School Development Plan:

1. Promote biliteracy and trilingualism continuously.
2. Develop diversified extra-curricular activities.
3. Develop and apply artificial intelligence to teaching.
4. We inherit Chinese culture.
5. Actively seek more external resources to develop the school continuously.

Teacher Professional Training & Development:

Our staff development day is held at least 3 times a year to enhance teachers' teaching capacity. Regular peer lesson observations, co-lesson planning sharing and action research are organised throughout the year. Our school has collaborated with the local universities and post-secondary institutions.

Others

Our school continues to participate in the support programmes offered by the EDB or other tertiary institutions or organizations.