



順德聯誼總會何日東小學
S.T.F.A. Ho Yat Tung Primary School

📍 Estate Primary School No. 5, Yau Oi Estate, Area 15, 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. Choi Biu	Ms. Leung Wai 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					100%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Shun Tak Fraternal Association	Erudition, Propriety, Commitment, Honesty	1983	Chinese	Nanny van	About 5500 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
STFA Leung Kau Kui College, STFA Tam Pak Yu College			Yes		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
-	-	\$10	\$470	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
28	3	1	1	Art displays are set up on 4th, 5th floors of the school to exhibit students' artwork.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
SMART TV, Chinese Culture Gallery, Computer Room, Dancing Room, Piano Room, Music Room, Room for English Classes, STEAM Room and Multi Purpose Room.				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				55	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%	34%	85%	15%	19%	66%	

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	4	5	5	5	4	5	28
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	5	4	5	5	5	4	28
Mode of teaching at different levels	Each class has approximately 25 students. During class time, we put great emphasis on student-student as well as teacher-student interaction. Through collaborative learning, e-learning and explorative activities, knowledge is constructed while enhancing students' higher order thinking skills.							
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)		2	Number of exam(s) per year (P2 to P6 only)		2		
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	Emphasis is put on how students apply their subject knowledge. Application of skills acquired in Mathematics, Science and Creative Technology lessons is assessed. Knowledge relating to daily life and current affairs is tested in General Studies and Humanities. For project learning, teachers assess students' performance in design, content, presentation skills and attitude.						
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	In order to allow each class to have a mix of abilities, students will be allocated based on their academic results, after the final exam each year. This practice prevents a labelling effect of certain classes and still allows fair competition.						

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	2:50 PM	12:40 PM - 1:35 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Have a healthy lunch in school. Encourage students to eat more fruit & vegetables by organizing 'Happy Fruit Month'. Achieved 'EatSmart School', 'Active School Award' and 'Outstanding Straighten Up School'. Promote sports by doing stretching exercises before lessons, spinal exercises between lessons and setting up an 'Energetic Corner' at recess.		There is a morning reading session. During lunch recess, students can join different activities. Training courses and other activities are offered after school every day and every Saturday.		

Life-wide Learning

Chinese Orchestra, Concert Band, String Orchestra, Chinese Musical Instruments Class, Western Musical Instruments Class, Violin Class, Cello Class, Viola Class, Choir, Drama, English Musical Course, Chinese Folk Dance, Jazz Dance Class, Track and Field, Volleyball, Taekwondo, Rope Skilling Team, Table tennis, Flag-Guards, Scouts and Brownies, Drawing, Chinese painting, Calligraphy, Speaking, Mathematics Olympiad Class, Creative Programming Class, AI Creative Science Class, English Debate Class, Chinese Debate Class, etc.

School Mission

Our school motto is Culture, Morals, Devotion and Trustworthiness. The School has adopted a school-based quality management system. We pay special attention to the needs of students, parents and the community to provide students with a stimulating learning environment. Our aim is to arouse students' interest in learning and enhance their creativity. Students can develop their potential, achieve a balanced development in moral, intellectual, physical, social and aesthetic aspects to enjoy learning, enhance their effectiveness in communication and develop their creativity and sense of commitment.

School Characteristics

School Management

School Management Organisation:

The school management is composed of the School Development Committee and the School Management Committee. The School Development Committee is responsible for the formulation of the perspectives of the school. The School Management Committee holds weekly meetings to discuss school policies. The committee comprises of two main branches, curriculum and administration. Under the leadership of the two deputy school heads, there are various functional committees for the implementation of the school development plans.

Incorporated Management Committee / School Management Committee / Management Committee:

The school is managed by the Incorporated Management Committee (IMC) and it is the highest rank in the school management hierarchy. The functions of the IMC are to formulate education policies of the school and to ensure that both the vision and mission of the school are carried out. There are managers in the committee, including 1 supervisor, 1 deputy supervisor, 7 sponsoring body managers, 1 independent manager, 1 school principal, 2 teacher managers, 2 parent managers and 1 alumni manager.

School Green Policy:

To raise the students' awareness of environmental protection and the importance of cherishing our earth's valuable resources, we have the following measures:

- (1) to convey the messages of caring for the environment through the school campus TV and execute the environmental services.
- (2) to promote the Waste Material Collection for Recycling Scheme by placing recycling bins around the school campus.

School's Major Concerns:

We are optimizing learning and teaching strategies to nurture students' higher-order thinking skills, as well as helping our students establish positive values towards life.

Learning and Teaching Plan

Learning & Teaching Strategies:

Whilst developing our school curriculum, students' needs are of critical importance. We emphasize teacher-student and student-student interaction. Collaborative learning is adopted. The school's policy is to nurture students' ability to be bi-literate and tri-lingual. From Primary Two to Six, Mandarin is used to teach Chinese. English is the only medium of instruction in English lessons for all grade levels. Students are encouraged to communicate with their teachers and schoolmates in English both inside and outside the classroom. We also conduct a wide variety of activities, including integrated arts classes, multiple intelligence lessons, theme-based learning days, student reporters, project learning, variety shows, etc.

Development of Major Renewed Emphases of the Primary Education Curriculum:

To strengthen STREAM education, multiple subject departments have collaborated to organise unique STREAM project learning courses for senior levels. These courses are created so that our students can comprehensively apply subject knowledge and skills they have obtained. We also design and produce work that aids and enhances the students' problem-solving and creative thinking skills. A science and technology week is organized for those students who are interested in these areas. Since we place great emphasis on students' media and information literacy, we therefore develop a school-based information literacy curriculum at all levels using creative technology.

In order to enrich the learning experience of our students, our school organizes a variety of activities, such as field trips, personal growth camps for senior levels and overseas study tours through which students are able to connect knowledge and skills across disciplines in authentic settings to promote whole-person development.

Development of Generic Skills:

Our key policy is to develop critical thinking skills, creativity and communication skills. Different generic skills are developed through the school-based curriculum as follows:

- (1) creativity → Music and Arts
- (2) problem solving skills and study skills → Project Learning
- (3) numeracy skills → Mathematics

Cultivation of Proper Values, Attitudes and Behaviours:

The school attaches great importance to the cultivation of correct values. We aim to build students' moral values in our curriculum, and help them establish a positive outlook on life and a positive attitude towards life.

Student Support

Whole School Approach to Catering for Learner Diversity:

The Whole-school Approach is adopted as the core of the guidance and discipline service for the whole-person development of the students. A database of talented students has been set up. Gifted student programmes have been implemented and various extra-curricular activities are organized at school for nurturing the talents of the students. Remedial classes and supporting teams are tailor-made for student diversity in order to strengthen the academic performance of the students. The 'Over the Rainbow Scheme' encourages students with different abilities to set their own goals to challenge themselves so as to gain self-confidence.

Whole School Approach to Integrated Education:

The school has established the Student Support Team, with team members including Special Educational Needs Coordinator, school-based educational psychologist, school-based speech therapist, and Special Educational Needs Support Teacher, to provide support to students with Special Educational Needs. Specific measures such as remedial classes, special assessment arrangements, school-based educational psychology service and enhanced school-based speech therapy service are provided for students in need.

Curriculum Tailoring and Adaptation:

For gifted and talented students, courses with a school-based curriculum are provided. For students with special learning needs, adjustments in homework and assessment are made.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Close parent-school cooperation and communication. Parents participate actively in school activities and care about their children's studies.

School Ethos:

Positive school ethos. There is a harmonious relationship between teachers and students, with respect and caring among students. Our students also strive for improvements in their academic performance.

Future Development

School Development Plan:

Develop students' intellect, eagerness to learn and self-esteem so that they can discover and develop their own talents and enjoy a successful life.

Teacher Professional Training & Development:

We have developed a culture of continuing professional development where our teachers use every opportunity to remain at the forefront of educational practice.

Others

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