香港教育大學賽馬會小學
The Education University of Hong Kong Jockey Club Primary School
10 Lo Ping Road, Tai Po, N.T.
29481122 admin@edujcps.edu.hk
29481121 http://www.edujcps.edu.hk

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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. Hui Chin Yim Stephen	Ms. Cheung Kam 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
The EdUHK Schools Limited	A passion for learning towards excellence	2002	Chinese & English	School Bus	About 7000 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	$500 (Fees for specific purposes)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
26	2	1	1	Students can use the library, indoor swimming pool, football pitch and Pak Shek Kok Sports Centre at the EdUHK.

Special Room(s)	Facility(ies) for Supporting Students with Special Educational Needs
Amphitheatre, Multi-Purpose Hall, English Room, General Studies Room, Visual Arts Room, Dance Room, Computer Room, CoolThink@JC Studio, Chinese Culture Room and Window Classroom.	Ramp, Accessible lift, Accessible toilet and Visual fire alarm system.

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	50

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
96%	100%	48%	80%	16%	30%	54%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	4	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	4	4	4	4	4	4	24

Mode of teaching at different levels	The School adopts an innovative pedagogy that integrates STEAM and sustainable development education. We employ diverse learning approaches—including e-learning, experiential learning, and collaborative learning—to cater to student diversity and cultivate high-order thinking skills.
Remarks	1. Putonghua (PTH) as the Medium of Instruction for Chinese Language: offer PTH classes and Progressive PTH classes in P.1-P.3. 2. e-Bag classes: in some P.4-P.6 classes. 3. Specialized Courses: Cross-curricular, STEAM and Chinese Culture & History.

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	Formative assessments include coursework, classroom performance, project-based learning to encourage learning, self-reflection, and peer evaluation. For P2-6, three summative assessments are conducted for core subjects such as Chinese, English, Maths, General Studies (Science/Humanities), and Putonghua. P1 students will have their first summative assessments in Term 3 alongside ongoing evaluation.
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. Putonghua (PTH) as the Medium of Instruction for Chinese Language: offer PTH classes and Progressive PTH classes in P.1-P.3. 2. e-Bag classes: in some P.4-P.6 classes.

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	8:40 AM	3:40 PM	12:25 PM - 1:25 PM

Lunch arrangement	Healthy school life	Remarks
Provided by designated supplier and arranged by parents.	1. Nurture student well-being by cultivating healthy lifestyle habits through daily morning exercises, mindfulness activities and the SportFIT Award Scheme 2. Promote student healthy eating habits through establishing the 'EatSmart@school' parent volunteer group, organising food nutrition talks and workshops, and engaging in the school-wide 'Joyful Fruit Month' event	1. Pre-lesson morning reading and exercising sessions 2. Basketball & badminton courts are open during recess and lunch breaks; as well as sports areas and motion-sensing sports facilities 3.'Reading Mum & Dad' and mini concerts during lunch breaks 4. Homeroom and self-study periods every day 5. Library and Computer Room open during recess and lunch breaks 6. Offer Multiple Intelligences classes and various after-school extra-curricular activities

Life-wide Learning

Students can choose from over 50 extracurricular activities designed to nurture diverse talents, including Drama Club, English Fun Time, Debating, STEAM, SDG Programme, Innovative Scientists, Chinese Dance, Gymnastics, Ball Sports, Jump Rope, Pottery, Visual Arts Gifted Programme, various Instrumental classes, Life Education Ambassadors, Flag-raising Team, Uniformed Groups, etc. We also provide extensive overseas exchange learning programmes to the UK, Singapore and South Korea, as well as mainland study tours to cities like Beijing, Xi'an, Chengdu, and Guangzhou, fostering a truly global perspective.

School Mission

Our mission is to foster a joyful and caring environment that provides high-quality education for holistic development. By implementing evidence-based innovative educational philosophies, we aim to enhance both student learning and the overall quality of school life. We serve as a hub for demonstrating innovative teaching methodologies to elevate educational standards and promote the pursuit of excellence. Furthermore, we provide a premier training ground for teachers to master innovative pedagogies and gain practical classroom experience.

School Characteristics

School Management

School Management Organisation:
The School has a clear management framework. The School Sponsoring Body, the Incorporated Management Committee, the Supervisor, the Principal, the School Executive Committee and the School Development Committee work collaboratively for the development of the School.

Incorporated Management Committee / School Management Committee / Management Committee:
The Incorporated Management Committee was set up in 2011. The sponsoring body managers of the IMC include senior scholars of the EdUHK who have profound knowledge of the philosophy and practice in education. The independent and parent managers are also renowned educators or professionals who are passionate about quality education.

School Green Policy:
The School cultivates students' environmentally friendly attitudes and encourages active participation in environmental conservation through initiatives such as 'Clean Fundraising', 'Parent-Child Charity Flower Sales,', 'One Person, One Flower', Hong Kong Ocean Park's 'Seahorse Rangers', the school-based 'Discover2se—Sustainable Development and Ecological Conservation Programme' and the International Eco Expo 2025. We aim to enhance students' awareness of conservation and promote sustainable development.

School's Major Concerns:
1. Initiate future-oriented learning, enhance students' learning capabilities, and cultivate lifelong learners.
2. Internalise positive values, strengthen national identity, and promote healthy living.

Learning and Teaching Plan

Learning & Teaching Strategies:
1.Emphasise developing proficiency in biliteracy and trilingualism. Via experiential learning and diverse learning activities, students master various key learning areas while strengthening their independent learning and self-reflection skills to enhance overall learning efficacy. Also nurturing generic skills and instilling positive values to promote comprehensive holistic development. 2.Implement digital learning by integrating AI-assisted instruction, computational thinking, and STEAM education. By leveraging innovative technology, we aim to comprehensively enhance students' digital mindsets and complex problem-solving capabilities. 3.Effectively utilising professional resources from the EDB, the EdUHK, and Microsoft Education, we have developed unique school-based curricula covering cross-curricular studies, Chinese culture, and history. These efforts provide students with diverse learning opportunities, enhance interdisciplinary learning abilities, and nurture critical thinking skills.

Development of Major Renewed Emphases of the Primary Education Curriculum:
To align with the EDB's latest Primary Education Curriculum Guide (PECG), the whole school engages in ongoing renewal of its school-based curriculum by organising learning activities with appropriate strategies and action plans. These efforts aim to help students achieve the latest 7 learning goals:
1. Strengthen values education (including life education, national education and national security education). 2. Optimize the use of learning time and create space to promote balanced physical and mental development. 3. Enrich life-wide learning experiences and foster whole-person development. 4. Better cater for learner diversity. 5. Reinforce STEAM education, and nurture students' media and information literacy. 6. Strengthen cross-curricular learning and reading across the curriculum for developing lifelong learning capabilities. 7. Enhance assessment literacy for promoting learning and teaching effectiveness.

Development of Generic Skills:
The School develops school-based cross-curricular programmes which provide students with a wide range of learning activities including field trips, inquiry-based learning, science and engineering experiments as well as entrepreneurship experience to develop students' critical thinking, global awareness and to showcase their learning outcomes.

Cultivation of Proper Values, Attitudes and Behaviours:
The School is committed to cultivating a harmonious and caring school culture through 'Sunshine Calls', class teacher meetings, 'P.S. I Love You' letters, Appreciation Day, etc. Students' positive values and attitudes are nurtured through 'Speech under the National Flag', thematic activities (Law-abidingness and Empathy), assemblies, personal growth classes, Life Education Week and camps.

Student Support

Whole School Approach to Catering for Learner Diversity:
1. Implement specialised gifted programs and proactively nominate students for external gifted education courses and competitions. 2. Participate in collaborative projects with the EDB and The EdUHK to continuously refine the school-based curriculum. 3. Provide support through a Dual Class Teacher system, daily tutorial periods, and assistant teacher collaborations. Learning efficacy is further enhanced through small-class teaching, remedial classes, and specialised training. 4. Execute structured Primary 1 bridging programmes and transition measures for Primary 6 students moving into secondary education.

Whole School Approach to Integrated Education:
1. Adopt a whole-school approach and 3-tier Intervention Model to support students with special educational needs. 2. Provide in-class support, after-school training groups and Individual Education Plan (IEP). 3. Provide School-based Educational Psychology Service (SBEPS), Enhanced School-based Speech Therapy Service and other parent support.

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; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; organising activities to create an inclusive learning environment in the school; and our school uses Putonghua to teach Chinese in all classes / groups at certain levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc.

Curriculum Tailoring and Adaptation:
To address individual learner diversity, the school offers a school-based curriculum featuring tailored adjustments to instructional timelines, home assignments, and evaluative criteria based on student readiness and growth.

Home-School Co-operation and School Ethos

Home-School Co-operation:
1. Establish regular communication, where teachers maintain close ties with parents through Parents' Day, 'Sunshine Calls', and 'PS. I Love You' letters to address student needs.
2. Invite experts to host parent seminars, workshops, and parent-child events, enhancing parents' understanding of child psychology and their roles in the digital age.
3. The PTA aids school development by participating in tasks such as services procurement and book selection, while organising fundraisers to improve facilities.
4. The PTA runs parent workshops and engages volunteers in activities like the "EatSmart@school.hk" Campaign, gardening, storytelling, Primary One Orientation, and the Secondary School Transition Task Force.

School Ethos:
The School encourages students to participate in a variety of positive initiatives and activities. Through life education, invitational education, national security education, and service learning, students enhance their positive emotions through the process of planning, execution, and reflection. Students leverage their personal character strengths, manifest good character, enhance their empathy, and sharpen their social awareness.

Future Development

School Development Plan:
1. Continue to strengthen the partnership with The EdUHK to explore innovative teaching methods, promote professional development for teachers, and enhance overall learning and teaching efficacy. 2. Effectively utilise diverse assessment tools and data analytics to optimise the use of teaching resources, refine teaching and learning strategies, and support student learning. 3. Deepen Values Education to cultivate students' positive character and attitudes, aligning with the educational goal of "Cultivate Values for Leaders of Tomorrow." 4. Sustain the development of STEAM, AI, and Computational Thinking, inspiring innovative mindsets and equipping students with essential 21st-century competencies. 5. Leverage the unique characteristics of a "Window School" to strengthen collaboration and exchanges within the education sector, enhance teachers' professional competencies, and achieve sustainable development in teaching.

Teacher Professional Training & Development:
Invite experts from The EdUHK as subject consultants to support the development of school-based curriculum and provide professional training for teachers; Encourage teachers to actively pursue further education, create learning communities and exchange teaching experiences; Actively share school-based experiences at local and international seminars; Support teachers' participation in local and overseas professional exchange activities with Teacher Professional Development Fund.

Others

Microsoft Showcase School (2014-26); CoolThink@JC Jockey Club Computational Thinking Education Resource School(2020-25); Winner of the International Outstanding e-Learning Awards; EdCity Teacher Award (Excellent Award 2023); Innovative Teacher Award(2021); Edtech Heroes Award 2023 (K12-Grand Award); InnoExpo@Tai Po 2024 'Most Creative STEM Creation - Primary School Division-Champion'; Sichuan-Chongqing-Hong Kong-Macao Youth Science Competition: Excellent Science School Award; 6th cohort JC InnoPower Fellowship for Teachers; Hong Kong Institute of Architects Annual Architectural Award 2002