



仁濟醫院蔡衍濤小學 Y.C.H. Choi Hin To Primary School

Wan Tau Tong Estate, Area 6, Tai Po, N.T.

26566116

26578298

admin@ychchtps.edu.hk

http://www.ychchtps.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. CHOI SIU CHOW TONY, JP	Principal Tsui Kim	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					93%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Yan Chai Hospital	Serving the Community in the Spirit of Benevolence	1992	Chinese (incl.: Putonghua) and English	Nanny van	About 8000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
			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
-	-	\$50	Special purposes: online platforms and STEM education development \$350	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
26	1	1	1	Ecology Lab, Immersive Room, Historical Corridor, Holistic Art Zone, Reading Zone, Space Zone, Sports Climbing Wall, Campus TV and organic garden.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
General Studies Room, Arts & Crafts Room, Music Room, STEM Room, MMLC, Student Activity Centre, English Room, Exergaming & Fitness Centre, Counselling 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				39	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	
100%	100%	48%	81%	22%	32%	46%	

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	2	2	3	4	4	4	19
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	1	2	2	3	4	4	16
Mode of teaching at different levels	1. Bring Your Own Device (BYOD) Scheme in Primary 4 to Primary 6 classes fosters students' self-learning skill and teaching effectiveness. 2. Co-teaching is arranged to cater for learner diversity. 3. Multi-perspective thinking skills are infused in curriculum to enhance students' learning.							
Remarks	The small class teaching mode is adopted with a class size of 25 students from primary one to primary three.							

Performance Assessment

Number of test(s) per year (P1 only)		1	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)		1	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							No
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	Summative assessment is arranged for all subjects at the end of each school term, whereas formative assessment is arranged for the Chinese Language, English Language and Mathematics subjects. For General Studies, assessment includes project work and scientific investigations. Students also participate in self-assessment and peer assessment for reflection on learning progress.						
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	Primary one to four students can choose to enroll in the school-based SPARK English classes. All classes are in mixed mode to prevent labelling. To promote e-learning, BYOD classes are arranged in Primary 4 to 6.						

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	3:15 PM	12:30 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and with a centralised on-campus dining arrangement provides students with freshly cooked vegetables.	We foster holistic student growth by having morning academics and afternoon hands-on activities. To boost fitness, we offer morning exercise and team training. Harmony Campus Week, mindfulness talks and parent-child seminars help physical and mental well-being. Counselling builds a kind campus, instils good values, and aids students to balance academics and well-being, nurturing future talent.		We blend life education with career planning, offering themed activities covering mindfulness, values discovery and career paths. We also include Business-School Partnership Scheme, arts education and civic practice. Hands-on activities like overseas study tours, charity sales and volunteering, deepen the link between knowledge and life, nurture social responsibility, foster moral values and achieve holistic growth.		

Life-wide Learning

Diversified extra-curricular activities including school teams of choirs, track and field, choral speaking, Chinese dance, judo, Cub Scouts, Brownies, drama, Mathematical Olympiad, campus TV, gardening, drum band and basketball. Saturday interest classes include taekwondo, phonics, musical instruments.

School Mission

We pledge to carry out the principle of "Serving the Community in the Spirit of Benevolence". We aim to provide quality holistic education to our students, and hope that our students have a balanced development in the domains of ethics, intellect, physique, social skills and aesthetics.

School Characteristics

School Management

School Management Organisation:

The IMC represents the highest authority in the school management structure. Daily operation is managed by the principal and department heads.

Incorporated Management Committee / School Management Committee / Management Committee:

Our School IMC Board was established in 2006 with 17 members at present, including sponsoring body manager, independent manager, parent manager, alumni manager, ex-officio manager (principal) and teacher manager.

School Green Policy:

We are a healthy green school. We have launched environmental education campaigns and recycling programmes including the installation of inverter air-conditioners and LED lights. We have set up a central kitchen. The food waste residue we collect at lunchtime is converted to compost to create a soil supplement for organic gardening at school. Students also join the school-based ambassador programme, and participate in organic gardening and collect waste regularly such as paper and plastic bottles for recycling.

School's Major Concerns:

1. To Enhance Learning Effectiveness
2. To Promote Healthy Living and Reinforce Whole-person Development

Learning and Teaching Plan

Learning & Teaching Strategies:

1. The interdisciplinary learning mode with various assessment tools is introduced in order to cultivate 21st century skills.
2. Adopt the overseas learning mode and develop student-oriented teaching and learning approaches through high-order-thinking questioning and discussion to fully cater for learning diversity.
3. Positive values and core competencies are infused in the school-based curriculum and school learning environment.

Development of Major Renewed Emphases of the Primary Education Curriculum:

We make full use of school hours to create space for students to gain opportunities for learning and growth. In the mornings, we focus on academic subjects, and in the afternoons, we offer various courses, such as language classes taught by foreign teachers, Life Education Programmes, Culture Day, and Team Training Activities to enrich students' learning experiences. We provide diverse learning opportunities to cater to different learning styles and multiple intelligences while also considering diversity. We are committed to enhancing students' I.T. literacy to equip them with essential skills for the 21st century. We cultivate independent learners to become the future leaders.

Development of Generic Skills:

Self-directed learning strategies, reading strategies, computational thinking skills and presentation skills are introduced in regular classes to enhance students' generic skills. Such skills are further enhanced in life-wide learning week, STEAM activity week, project learning, outdoor visits, study tours, voluntary services and charitable activities.

Cultivation of Proper Values, Attitudes and Behaviours:

The school is well aware of the importance of environmental education for students. Our school is committed to promoting environmental education, allowing students to learn about ecology, cherish the environment, and value life from an early age. We achieve this by building ecological classrooms, promoting a green campus, and implementing energy-saving measures, etc., to let students experience the importance of environmental protection in practice. Meanwhile, through environmental education courses, we cultivate students' awareness and knowledge of environmental protection, believing that they can become future environmental advocates and leaders. We adhere to this philosophy and action, enabling students to learn to cherish life and protect the environment from an early age, and contribute to creating a better environmental future.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. Co-teaching and Remedial classes are provided to cater for learner diversity.
2. English online reading platform.
3. Challenging questions included in assignments: to enhance the learning ability of higher academic achievers.
4. Afternoon streamed learning: to enhance students' performance in core subjects.
5. Pre-S1 bridging courses: equip students for secondary school life both academically and mentally.

Whole School Approach to Integrated Education:

The school-based educational psychologist, the special educational needs coordinator, special educational needs support teachers, special educational needs support assistants as well as school-based speech therapist help students with special educational 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; 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; 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 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:

1. The school-based curriculum is tailored for students' learning needs.
2. Students with outstanding academic performance are pulled out for additional training.
3. Tuition classes are provided for lower academic achievers after school.

Home-School Co-operation and School Ethos

Home-School Co-operation:

1. The Parent-Teacher Association organises annual gatherings, parent workshops, weekend interest classes and parent-child and teacher-student local and Mainland trips.
2. 'Saturday Parent-child gathering' is held every month and activities are held to motivate P.5 and P.6 students to study hard for the standardized assessments.
3. Parents have a high participation rate in school voluntary work including services for Yan Chai Hospital.

School Ethos:

1. Our students are courteous and modest.
2. The school has been accredited "Honourable Caring Campus" in the Caring School Award Scheme over ten years.
3. Our caring teachers act as role models to educate students to be responsible, courageous, conscientious, caring and respectful.

Future Development

School Development Plan:

1. Enhancing students' technological and creative abilities, developing immersive education, and strengthening the cultivation of information literacy.
2. Promoting environmental education, students learn about ecology, cherish the environment, and value life from an early age. This is achieved through activities such as building an ecological lab, promoting a green campus, and implementing energy-saving measures.
3. From first to fourth grade, English, general knowledge, art, and life education courses are integrated to provide students with a better English language environment.
4. During morning classes, subject learning is the main focus, while afternoon sessions are dedicated to talent cultivation and moral education to train students' communication and problem-solving abilities and build their confidence.

Teacher Professional Training & Development:

1. All teachers attend school-based training workshops organised by the school. Teachers are also encouraged to further study according to individual needs.
2. Collaborative lesson planning, peer observation and lesson study are carried out to sharpen teaching skills.
3. Demonstration classes are arranged to increase teaching and learning professional capability.

Others

Different award schemes help students build up their self-confidence including Yanchai Student Excellence Award and ABC Award Scheme. Students are awarded for their outstanding performances in study, conduct, service and extra-curricular activities.