



香港道教聯合會雲泉吳禮和紀念學校 HKTA Wun Tsuen Ng Lai Wo Memorial School

📍 Estate Primary School No.3, Tai Yuen Estate, Area 16, Tai Po, 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
Dr. Leung Tsan Wing	Ms. Cheng Kei Man	Established	Aided Whole Day	Co-ed	Taoism
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
Hong Kong Taoist Association	Grasp Principles, Cultive Virtues	1984	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
-	-	\$30	Charges for Specific Purposes \$350	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
25	2	1	1	Running track, electricity blackboard, projectors and iPads.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
English Room, Electronic Science and Technology Centre, Music Room, Art Room, Student Counselling Room and InnoLab.				Ramp, Accessible lift, Accessible toilet and Joyful Land which is a place for students to have counselling, training and leisure activities.

Teaching Staff Information (including School Head) in the 2025/2026 school year

Number of teaching posts in the approved establishment				33	Total number of teachers in the school		41
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%	24%	64%	42%	16%	42%	

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	2	2	3	3	3	16
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	2	2	2	3	3	15
Mode of teaching at different levels	1. With two class teachers in each class for catering students' needs and promote personal growth. 2. Implement activity-based teaching to enable students to "learn by doing". 3. Advanced and Remedial sessions of different subjects will be arranged after class.						
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)	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					No
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Diversified Assessment for Learning	1. Main subjects will be assessed by both formative assessment and summative assessment. 2. No examinations for primary one students in the first term, instead of life-wide learning days.				
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. A native English teacher and two local teachers will be class teachers of an English enrichment class from P.1 to P.5. 2. There is one elite class from P.3 to P.6, while other classes are mixed ability 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	10	35 mins	8:15 AM	4:00 PM	12:20 PM - 1:10 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Through joining "Eat Smart School Accreditation Scheme" and various activities such as "FUN" to Move Exercise before class, health Talks, "Joyful Fruit Month", helping students to develop healthy life and eating habit, and raise awareness of healthy living.		1. Reading session and Reading lesson - to cultivate students' reading habit; 2. Morning jogging - to improve students' physical and mental health; 3. Happy Time session - participate in different subject activities; 4. Lunch hour - Watching News and the Central Broadcasting - English and Putonghua Programme.		

Life-wide Learning

There are multi-potential lessons every Wednesday and over 50 extra-curricular activities during after-school sessions, such as Robotic Programming, English Science Club, French Class, Spanish Class, Mathematical Olympiad, Fencing team, Jazz Dance, Ballet, Junior Tennis, Swimming, Karate, Martial Arts, Pottery Club, Chinese Orchestra, Western Instruments, Fashion Design etc.

School Mission

Our mission is to provide a holistic education based on Taoism, placing equal emphasis on students' moral, intellectual, physical, social and aesthetic development. In accordance with our motto "Grasp Principles, Cultivate Virtues", we are dedicated to helping students develop moral integrity and academic excellence.

School Characteristics

School Management

School Management Organisation:

There are eight administration groups under the Incorporated Management Committee include Curriculum Development Group, Academic Affairs Group, Discipline and Guidance Group, Extra-curricular Activities Group, Student Support Group, General Affairs Group, Electronic Science and Technology Team and Promotion Team. The above groups share the management and development of the school.

Incorporated Management Committee / School Management Committee / Management Committee:

Members of the IMC include sponsoring body manager, teacher manager, parent manager, and independent manager (most of them are experienced principals). IMC has also set up various administration committees, such as School Environment Committee, Teachers Professional Development Committee, Financial Management Committee and Teaching and Learning Support Committee for managing the school.

School Green Policy:

Implementation of Waste Paper Recycling Program. Encouraging teachers and students to use both sides of the paper and setting up Gardening Team.

School's Major Concerns:

1. Enhance reading skills, optimize learning and teaching strategies to strengthen students' learning effectiveness.
2. Cultivate students' positive outlook on life, so that they can plan for the future and face challenges with a positive attitude.

Learning and Teaching Plan

Learning & Teaching Strategies:

Our school put an emphasis on the following programmes:

1. Multicultural Class - allow students to understand the cultures of various places and build students' self-identity as global citizens.
2. Museum Culture Course -broaden students' horizons, stimulate their creativity and enhance their personal quality.
3. School-based 'reading and writing' lessons, Maths and GS lessons which are conducted by NET teachers-to enhance students' English abilities and interest.
4. School-based LBD programme-allow students "learning by doing", unleash their potential.

Development of Major Renewed Emphases of the Primary Education Curriculum:

The major renewed emphases include:

1. strengthening values education (including life education, national education and national security education);
2. enriching life-wide learning experiences and fostering whole-person development;
3. strengthening cross-curricular learning and reading across the curriculum to develop students' lifelong learning capabilities.

Development of Generic Skills:

Enhance generic skills and various abilities through enrich school life and curriculum.

Cultivation of Proper Values, Attitudes and Behaviours:

1. Implement 'Good Qualities Award' scheme to help develop students' positive value.
2. Provide assembly and Moral Education to promote the whole-person development of students.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. Catering learner differences with whole-school approach by providing after-school learning and support classes e.g. elite/remedial classes, School-based After-school Learning and Support Programmes, Understanding Adolescent Project etc.)
2. Organize various activities for students to enrich their learning experiences and unleash their full potential in different aspects.

Whole School Approach to Integrated Education:

1. We adopt whole-school approach to cater for students with special educational needs. There is a Students Support Team with the Special Educational Needs Coordinator, Special Educational Needs Support Teachers, learning support assistant teachers, and additional teaching assistant.
2. We flexibly deploy the Learning Support Grant (LSG) through cooperative learning, after-school tutorial lessons and various kinds of groups to support students.

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 hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents of NCS students.

Curriculum Tailoring and Adaptation:

1. Adjustment of homework and assessment according to students' abilities;
2. School-based English Curriculum: RW Programme co-taught by NETs and LETs;
3. Diversified Collaborative support services provided by EDB in our school to adapt a tailor-made curriculum to elicit students' effective learning.

Home-School Co-operation and School Ethos

Home-School Co-operation:

1. We hold Parents' Day, home visits, parent teacher gathering, publish "Lai WO News" etc. in order to Strengthen home-school communication.
2. We also hold different activities each year, such as parents' talks, parents' interest class, parent volunteer group etc. in order to foster a closer relationship with teachers and to develop a more harmonious relationship with their children.

School Ethos:

1. We develop a positive and happy environment. The teacher-student relationship in our school is harmonious.
2. Students follow the school rules and are polite, eager to learn, appreciate, care and accept others
3. Students can unleash their potential, make innovation and face challenges.

Future Development

School Development Plan:

1. To gather stakeholders' opinions to formulate school development plan and implement student-centred teaching concept;
2. To arouse students' intrinsic interest in learning through making specific teaching arrangements;
3. To make students master various approaches to exploration progressively, enhance different skills and subject knowledge;
4. To encourage the parents to take part in the school activities in order to have a closer relationship with the school.

Teacher Professional Training & Development:

1. Teachers participate in various seminars, co-planning meeting, subject meeting and Teachers' Development Day training in order to share teaching experience;
2. Teachers also join inbound and outbound professional exchange and overseas exchange programme in order to share and exchange teaching experience and enhance teaching effectiveness.

Others

1. Provide various scholarships for students;
2. Excellent results from various inter-school competitions, such as
 - i) Chinese Orchestra: Hong Kong Joint School Music Competition: 3 silver award, 1 bronze award; The Sixth Hong Kong Chinese Music Competition: 1 champion, 1 first runner-up, 6 silver, 5 bronze award, 1 Outstanding Award; Hong Kong Youth Music Interflows-Primary School Class A: bronze award;
 - ii) Choir team: Tai Po District Inter-School Singing Competition-Bronze Award; HKICF Competition-Bronze Award; Taoist Songs Singing Competition: second runner-up;
 - iii) Karate: Hong Kong-Macao Dojo Competition: 3 championships, 3 first runner-up, and 7 second runner-up.