



東華三院李賜豪小學 TWGHs Li Chi Ho Primary School

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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
Ms. LAM JOYCE PRISCILLA	Mr. Yu Tat Chi	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
Tung Wah Group of Hospitals	Diligence, Frugality, Loyalty, Faithfulness	1958	Chinese	Nanny van	About 2000 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
-	-	\$20	\$450	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
18	1	1	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
English room, Creative Space, real time distance learning room, central library, music room, visual-art room, student counselling room, student activity centre.				Ramp and Accessible lift.

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

Number of teaching posts in the approved establishment				34	Total number of teachers in the school		38
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%	32%	75%	11%		26%	63%

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	3	3	2	3	3	17
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	3	3	3	2	3	17
Mode of teaching at different levels	We conduct small class teaching for P.1-P.6 students. We use various teaching strategies such as e-learning, self-directed learning and Cooperative learning are adopted.						
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					Yes
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Diversified Assessment for Learning	There are one formative assessment and one summative assessment in each term. Both non-written and written assessments are carried out in Mathematics. Teacher evaluation, peer-evaluation and student self-evaluation are included in the Project Learning.				
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	Small class teaching: no more than 26 students in a class. The Chinese language are divided into Cantonese-medium classes and Mandarin-medium 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	9	35 mins	8:15 AM	3:15 PM	1:05 PM - 2:05 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and students must stay at school for lunch.	1. Active School Scheme; 2. Participate in the SportAct Reward Scheme; 3. EatSmart@School.hk Accreditation Scheme; 4. Hi-Five Student Engagement Award Scheme.		1. Establish a "Youth Performance Stage" and conduct cultural or recreational activities; 2. Extra-curricular activities are provided on after-school up to 5:30p.m. in weekdays and Saturdays ; 3. Positive Campus Broadcasting Studio promotes messages of positive education.		

Life-wide Learning

Our extracurricular activities cover music, sports, visual arts, information technology, academics, interests, discipline, and uniformed teams—over 30 programmes in total—aimed at nurturing personal interests and developing potential. Students are also encouraged to participate in competitions both within and outside the school, engage in outdoor learning, and take part in overseas exchanges. Through collaboration with external organisations to provide a comprehensive range of activities, these initiatives broaden learning experiences, promote personal growth, and support whole-person development.

School Mission

To provide a holistic education for young people through the creation of a positive learning environment so that they can develop their full potential and become good citizens equipped with knowledge and skills, an ability for independent thinking, a sense of responsibility and social consciousness together with a proper sense of values and a positive attitude towards life.

School Characteristics

School Management

School Management Organisation:

The school has been managed by Tung Wah Group of Hospitals.

Incorporated Management Committee / School Management Committee / Management Committee:

The IMC was established in 2006. Members of the IMC include teaching staff and parents. The purpose of the IMC is to manage the school and to enrich education in the school.

School Green Policy:

Promoting environmental education in alignment with Tung Wah Group of Hospitals' Green Organization Policy.

School's Major Concerns:

1. Develop children's positive values to encounter the challenges in learning and life, the ability to show their potential, care for others, know self-study, pursue excellence, strong language skills, Mathematics and science.
2. With the aim of cultivating a "Love for learning and learning to love", "Change to become better", "Hope for future", "Passion for well-being", and "Success for everyone", we strive to achieve these goals for our students.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. 2 Native English Teachers to establish the English environment for enhancing children's speaking and writing skills;
2. Emphasizing "Learning by Doing", "Reading to learn", "Self-learning", "Life-wide Learning" ;
3. One Sports/Arts in Life for P.1 students in musical instrument training; Swimming has been the compulsory module in P.2 PE lessons.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Strengthen values education, cultivate positive values in students through positive education, moral education, and national security education.
2. Promote digital education with BYOD program and learning platform.
3. Through various subjects and extracurricular activities, popularize and optimize STEAM education.
4. The whole school participates in caring for students' diversity.

Development of Generic Skills:

Establish Interdisciplinary Curriculum to enhance students' generic skills. It includes digital education, national security education, and competency-based programmes.

Cultivation of Proper Values, Attitudes and Behaviours:

1. Guided by the vision "BETTER ME, BETTER LIFE," we are committed to developing Positive Education, grounded in the belief that "Every student is a STAR."
2. Establish a "Positive Campus Broadcasting Studio" to train students to promote positive messages to the entire school community.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. The student support team, including two social-workers, providing appropriate guidance and support services.
2. School-based Speech Therapy Services is provided for students with special educational needs in speech and language. A school-based educational psychologist provides professional assessments and guidance.
3. Establishing learning groups to enhance students' learning and social efficacy.

Whole School Approach to Integrated Education:

Core members of student support team including special educational needs coordinator (SENCO), discipline in charge, special educational needs support teacher (SENST), school social workers and school-based educational psychologist. Meeting held regularly for case discussion and follow up, keep contact with parents on student progress.

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. Providing counselling and remedial class.

Curriculum Tailoring and Adaptation:

1. Tailoring learning materials for supporting learners' diversities;
2. Modify the examination and assignments materials for SEN students in lower level;
3. Established a "Talent Pool" for recommending gifted students in external program for the gifted and talented;
4. Established "Little Linguists Team" to strengthen pupils' speaking abilities, including Cantonese, Putonghua and English. The team will regularly engage in community service activities.

Home-School Co-operation and School Ethos

Home-School Co-operation:

1. Parent involvement contributes to promote school development as members of the IMC and PTA;
2. Organizing a "Parenting Course for P1 and P4 students" to assist parents in facilitating their children's adjustment to the changes in learning and growth.
3. Establishing a Parent Volunteer Team to enhance the sense of belonging for both parents and students towards the school.

School Ethos:

1. Sustain tradition of simplicity and harmony within a loving and caring school atmosphere; Nurture pupils to be enthusiastic in learning, be respectful, helpful and devoted to their school life;
2. The teaching team is full of enthusiastic in educating pupils;
3. Pupils, parents and alumni support the school positively.

Future Development

School Development Plan:

1. Positive Education — Cultivating positive values and nurturing the 12 priority values and attitudes in students.
2. Language Proficiency — Achieving biliteracy and trilingualism through extensive reading, effective communication, and articulate expression.
3. Self-Directed Learning — Developing proactive mindsets, collaborative problem-solving skills, and the capacity for logical reasoning and active listening.
4. Digital Education — Enhancing digital literacy, strengthening computational thinking and coding logic, and integrating the application of Artificial Intelligence. skills in problem-solving, reasoning, and self-learning.

Teacher Professional Training & Development:

1. Staff development workshops and programmes are arranged for teachers to support them in 'Positive Education', and 'Digital Education'.
2. School-based sharing sessions on teaching, lessons observation and Weekly co-planning sessions in core subjects.

Others

1. Introducing emerging sports courses such as dodgeball and whirlball.
2. Arrange international assessments for students to validate their academic standard on a global scale.
3. External Awards Report Scheme to report external awards, to recognize students who actively participate in extracurricular activities or competitions and have won awards outside of school.