



黃大仙官立小學 Wong Tai Sin Government Primary School

100 Ching Tak Street, Wong Tai Sin, Kowloon

23202437

23202440

wtsgps@edb.gov.hk

https://www.wtsgps.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
Ms. Lee Wai Ping	Mr. Chan Kwok Keung	Not Applicable	Gov't 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
Government	Honesty, Modesty, Courtesy, Trust	1959	Chinese	-	About 2800 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
Kwun Tong Govt Secondary School, Homantin Govt Secondary School, Jockey Club Govt Secondary School			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
-	-	-	\$200 (SBM fee)	\$100 (Visual Art annual fee) P1-3/P5-6 \$110 (Visual Art annual fee) P4

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	1	1	1	Parent-teacher Conference Room, fiber broadband networks, iPad support learning.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
STEM Land, Campus TV Studio, library, visual art room, English room, multimedia learning centre, music room, activity centre, guidance room, game therapy room, Chinese Culture Room and Aero Hub.				Ramp and Accessible lift.

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

Number of teaching posts in the approved establishment			22	Total number of teachers in the school		26
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%	31%	88%	-	6%	94%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	1	1	2	1	2	3	10
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	1	1	1	2	1	2	8
Mode of teaching at different levels	Small class teaching to cater for learning diversity, Brain-based Teaching Strategies to create a high participation rate and an interactive classroom, develop students' thinking skills and positive learning attitudes.							
Remarks								

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 are conducted throughout the academic year to diagnose students' strengths and weaknesses. Summative assessments with three examinations in each academic year are conducted to assess pupils' academic performance and basic competency skills.				
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	P.3 to P.6 pupils are streamed to different classes according to their academic performance.				

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	3:10 PM	1:05 PM - 2:05 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and self-packed lunch.	Morning Exercise Time, Green Life Scheme, Extra-curricular Activities and Healthy Eating School Activities. Help students to lead a healthy and positive life.		Small-class teaching and life-wide learning are adopted. Extra-curricular activities, educational visits, moral talks and activities are conducted to enhance students' self-directed learning, creativity and problem-solving abilities.		

Life-wide Learning

Cross-Curricular Activities: Cross-Curricular Week, Chinese New Year Cross-Curricular Activities etc.

Various subject activities: English Reading Camp, Educational Visits, STEAM Activities etc.

Extra-Curricular Activities: Chinese Opera, Oriental Dance, Brass Band, Percussion Class, Taekwondo, Fun Rope Skipping, Gifted Class etc.

Service Groups: Prefect Team, Flag Raising Team, CYC, Scouts etc.

Active participation in inter-school competitions and activities, visits to elderly homes, flag-selling etc.

School Mission

1. By fostering a positive, intuitive, mind-opening, and efficient learning environment, we strive to provide students with well rounded and balanced educational opportunities. The focus is on the aspects of moral, intellectual, physical, social, and fine arts education. We strive to help our students achieve top quality conduct; build positive values and optimistic attitudes for life.
2. We strive to provide a diversified range of extra-curricular activities and encourage students to participate actively to sustain a full development of personal potentials.

School Characteristics

School Management

School Management Organisation:

Our school was established in 1959. It is a government primary school under the direct supervision of the Education Bureau. At school, various executive teams are set up. They are School Management and Organization Team, Learning and Teaching Team, School Spirit and Student Support Team and Student Performance Team.

Incorporated Management Committee / School Management Committee / Management Committee:

The School Management Committee has been set up since 1999. It consists of an officer appointed by the Education Bureau, School Headmistress, two teacher representatives, two parent representatives, an alumni representative and a community member. School Policies were thoroughly discussed and endorsed in the meetings to ensure quality education for all the students.

School Green Policy:

Set up a Green School and encourage green and healthy living.

School's Major Concerns:

1. Utilizing diverse teaching, assessment and learning support strategies to reinforce foundational learning, promote learning effectiveness and enhance subject competence.
2. Cultivate students' positive emotions, enhance their ability to manage emotions and continuously cultivate their sense of national identity.

Learning and Teaching Plan

Learning & Teaching Strategies:

We implement co-operative learning, brain-based learning and holistic innovative learning approaches in daily teaching. We also offer student-centred learning, training of generic skills and language skills. We cater for learner diversity and create a sharing and interactive learning atmosphere through learning activities like group discussions, presentation and project making, etc. We utilise higher order thinking questioning to enhance the training of thinking skills, problem solving skills and creativity.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Make good use of STEM Land to promote school-based STEAM education, to nurture students' innovation thinking. Strengthen students' understanding of Chinese culture and develop a stronger sense of national identity.

Development of Generic Skills:

Enhance students' generic skills training by the use of diversified teaching strategies, life-wide learning activities and project-based learning.

Cultivation of Proper Values, Attitudes and Behaviours:

Through implementing Moral Education lessons, various learning programmes and activities like "Good People Good Deeds" Programme, Thanksgiving Activities etc., positive thinking and proper value systems can be fostered. Students are helped to develop positive life values and proper ways of handling matters in life.

Student Support

Whole School Approach to Catering for Learner Diversity:

Gifted education and enrichment programmes, small class teaching and after-school remedial classes, school-based speech therapy service for SEN students, pre-primary 1 adaptation course and pre-secondary adaptation course, 'Dual-class Teacher System' for some classes.

Whole School Approach to Integrated Education:

Our school utilizes learning support grants to hire teachers and teaching assistants to support student learning. Through small class teaching, group teaching, group activities, and outsourced professional support services, we provide students with support on learning and developments. Our school's social workers, school-based educational psychologists, school-based speech therapists, and SST teachers provide students with assessment, therapy, counseling, and learning 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; and organising activities to create an inclusive learning environment in the school.

Curriculum Tailoring and Adaptation:

1. Students are streamed according to their abilities and academic performance.
2. Curriculum adaptation and after school courses for different ability groups.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The Parent-Teacher Association helps to organize Parent Voluntary Work Groups, talks and workshops, parent-child reading camp, parent interest groups and parent-child activities, etc.

School Ethos:

Through moral & civic education and school-based guidance programmes to nurture students' positive values on courtesy, responsibility, gratitude, love and care so as to build a positive, harmonious school culture and atmosphere.

Future Development

School Development Plan:

1. Utilizing diverse teaching, assessment and learning support strategies to reinforce foundational learning, promote learning effectiveness and enhance subject competence.
2. Cultivate students' positive emotions, enhance their ability to manage emotions and continuously cultivate their sense of national identity.

Teacher Professional Training & Development:

Through Brain-Based Teaching Strategies Training Course to enhance teachers' professional knowledge and teaching skills. Staff development programmes on e-learning and STEAM education have been conducted to build up a positive and efficient teaching team and culture.

Others

Our students have won numerous awards in different subjects, athletic and artistic scholarships. A number of our students are awarded as Outstanding Students.