



保良局錦泰小學 Po Leung Kuk Grandmont 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
Prof. Lau Chan Siu Po Angel	Ms. Ng Ka Wai	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					79%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Po Leung Kuk	Love, Respect, Diligence, Integrity	1971	Chinese	School Bus	About 10000 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
Po Leung Kuk No.1 W.H. Cheung College					
			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Advanced School	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$50	\$450	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	Sci. Fun Park, Maneuverable Classroom, Grandmont Green, Fountain of Wisdom, Sports Ground, Basketball Court, Football Pitch, Nature Gallery, Alumni Corner
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Visual Arts Room, General Studies Room, Computer Room, Ceramic Room, Grandmont Chinese Tea Room, STEM Maker Space, Auditorium including Lecture Theatre, Dance Room, Band Room and Music Room, Grandmont Forest (English Reading Room)				Ramp, Accessible lift, Accessible toilet, Tactile guide path and Accessible public information / service counter.

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

Number of teaching posts in the approved establishment				56	Total number of teachers in the school		60
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%	98%	37%	80%	13%	18%	69%	

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	5	5	5	5	5	30
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	5	5	5	5	5	30
Mode of teaching at different levels	Implementation of small class teaching starting from the cohort of Primary One students in the 2021/22 school year.						
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
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	Besides the three annual summative assessments, various methods of formative assessments are used, for example, lesson observations, students-led presentations, small group discussions, project learning, portfolio of learning progress, peer assessments and evaluations from parents, etc.				
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	On the basis of academic ability in Primary 4-6.				

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	7:45 AM	3:05 PM	12:55 PM - 1:45 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier.	As a participating school of 4Rs Mental Health Charter and Whole School Health Programme. We are given the recognition by the Department of Health with outstanding performance. We are concerned about students' personal growth and social development. We strive to create a healthy school campus, establish a healthy lifestyle among our students, provide a variety of extracurricular activities, and set up a number of service and discipline teams.		Morning Special Sessions: Class Teacher Session, Assembly, Reading Time, Flag Raising Ceremony; Afternoon Special Lessons: Library Lesson, Moral, Civic & National Education Lesson, Positive Education Lesson, Life-planning Lesson, Service Learning Lesson, Theme talk, Assembly, Activity & Training; Others: Chinese Cultural Day, Experiential Learning Day, Putonghua Day and English Fun Day, STEAM Day, Sports Day, Joyful Reading Day, Project Learning; 30-min Happy Recess on Fridays.		

Life-wide Learning

Over 40 different Activity Groups on Friday afternoons; over 60 ECA organized to meet the interests of the students: different kinds of Ball Games, Track and Field, Swimming, Gymnastics, Martial Arts, Jianzi, Percussion Class, Orchestra, Choir, Ballet, Jazz, English Activity Class, Drama Class, Debate Team, Ceramic Class, Drawing and Painting Class, Reporter, STEAM Team, Boy Scouts, Brownie Groups and Junior Police Call.

School Mission

Po Leung Kuk Grandmont Primary School provides "An All-round, Holistic and Student-oriented Education". We cater for the varying abilities and talents of our student population. We surround them with a caring and loving environment to ensure that they learn happily, so as to build up a positive and sound view of life, nurturing in them a spirit of love for oneself and others, a love for the school and not the least, for the country.

School Characteristics

School Management

School Management Organisation:

A well-organized management framework with clear objectives and responsibilities together with the good communication and collaboration among all stakeholders: teachers, students and parents, maximize the team spirit and effectiveness of the whole school.

Incorporated Management Committee / School Management Committee / Management Committee:

An Incorporated Management Committee was set up to lead and to manage the school.

School Green Policy:

We enhance students' environmental awareness and provide them opportunities to make use of their knowledge acquired. We have participated in a number of environmental education programmes, such as, plastic recycling programme and Po Leung Kuk Low Carbon Living Programme. To promote environmental awareness, we also assign students to be "Earth Buddies".

School's Major Concerns:

1. We cater for students' individual differences and encourage our students to take initiatives in learning.
2. We strengthen Values Education and create a positive school culture.

Learning and Teaching Plan

Learning & Teaching Strategies:

We continue to develop and optimize the school-based curriculum and implement effective learning strategies, focusing on the development of students' competence in both Chinese and English, generic skills and multiple potentials. Students' learning is utmost valued. Life-wide learning strategies such as theme-based classroom learning, experiential learning, reading week, educational camps, project learning, service learning and community visits are employed to enhance learning and teaching effectiveness.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Implementation of Primary Humanities and Primary Science: We continuously develop and optimize the relevant curriculum.
2. Values Education: We continuously develop and refine Moral, Civic and National Education Curriculum with the elements of Life Education, National Education, Positive Education and Life Planning Education, Skill-based Health Education, Media and Information Literacy in order to nurture in our students the twelve priority values attitudes.
3. Making Good Use of Learning Time: We create a conducive learning space and encourage mental and physical development.
4. STEAM Education: We strengthen STEAM Education and students' Reading and Digital Literacy through our school-based STEAM curriculum and cross-subject project learning.
5. Cross-subject Learning and Reading Across the Curriculum: We create a vast amount of reading activities to bring about excellent motivation for reading. This motivation will help increase students' reading quality and reading quantity.

Development of Generic Skills:

We develop a school-based curriculum to enhance students' learning and generic skills, and instil positive values and attitudes in students through various key tasks.

Cultivation of Proper Values, Attitudes and Behaviours:

The school cultivates positive values and attitudes in students by using the nine letters of the school name "GRANDMONT" which represent 9 positive vibes: Giving, Respect, Appreciation, Niceness, Dream, Motivation, Optimism, Newness, Trust. We also implement "Positive Education Development Scheme", "Training of Leaders for Tomorrow" and Service Learning. We hope that students will cultivate positive attitudes in daily lives and learn how to take self-initiative and lead others.

Student Support

Whole School Approach to Catering for Learner Diversity:

We have established a systematic approach to cater to learner diversity through Health Education, Moral Education, Life Education, Parental education to facilitate students' whole growth. The Student Support Team coordinates such relevant tasks. We also deeply value professional advice from school-based educational psychologists, school-based speech therapists and school social workers. Our school also has an excellent established system to diagnose students' problems in their early stages. Besides curriculum adjustments and appropriate learning strategies, we have implemented whole class and small class teaching to support gifted and less able students.

Whole School Approach to Integrated Education:

The Whole School Approach to Integrated Education is adopted to allocate the best and the most appropriate resources to meet the needs of special needs students. With fitting support services, students with SEN can integrate better within their school life here. Our school greatly values cooperation with parents through different channels. Our regular communication with parents helps us to discuss ways in which teachers and parents can cooperate to support children with special needs at school.

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:

An early identification mechanism is used so that curriculum adaptations, appropriate learning strategies, small class teaching, remedial classes, gifted education can be deployed to cater for students' diverse learning needs at the beginning of key stage one.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The school and parents have always maintained good communication and cooperation. We hold regular Parents' Briefing Sessions, Parents' Talks and Parents' Day to wholly support students' growth and need. With an efficient parent volunteer team, the PTA is operating well and has developed a close partnership with the school to fully assist the school development. Parent-child activities and parenting education programmes are held regularly.

School Ethos:

Our students are honest, simple and well-behaved. A loving and caring culture fills the school campus. Different reward schemes and activities are implemented to promote students' positive attitudes and initiatives. The discipline and student development team designs "the growth and development system". Education camps are organized for Grade 4-6 students. The education camp for Grade 4 students focuses on team spirit building and self-management. Grade 5-6 students are provided with opportunities to develop the ability and motivation for self-management, self-challenge training, collaboration, problem-solving skills and self-reflection. The camps also help students establish good interpersonal relationships and develop a spirit of mutual support and love.

Future Development

School Development Plan:

1. We cater for students' individual differences and enhance students' learning motivation and effectiveness.
2. We strengthen Values Education and create a positive school culture.

Teacher Professional Training & Development:

The school attaches much significance to cultivating teachers to become an excellent professional team. Based on individual and school development needs, the teachers plan to pursue further education in order to reflect and improve themselves. Through a well-established culture of sharing and collaboration, the school collaborates with the educational teams from different organizations to develop curriculum. Local and overseas school exchanges are held to promote the professional development of teachers and to enable continuous school development.

Others

1. Mainland sister school exchange programmes: Beijing, Shanghai, Kunming, Yunan, Shenzhen. Other Exchange Programmes: Australia, Taiwan, Singapore, Japan etc.
2. We highly value Creative Art Education. We have "Dream High, Fly High" Art Programme and "Small Footprints, A China Journey" Programme. In addition to that, we incorporate different art elements into our Performing Art Experiential Lessons and theme-based learning lessons to enrich their Visual Art learning journey.
3. With the use of scholarship, we reward students who excel in academic and sports, so we can encourage our students to have multiple talents and potentials.