



惇裕學校 Tun Yu School

San Tin, Yuen Long, 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
Mr. Man Luk Sing	Mr. Chan Hang Hin	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					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Tun Yu School Management Committee	Dun, Xiao, Yu, Kun.	1939	Chinese	Nanny van	About 10000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
-			Yes		Yes
4Rs Mental Health Charter	-	Whole School Health Programme		-	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$30	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
13	2	1	1	Basketball court, football field, gardens, tree climbing area, cycling area, kite area, leisure corner, nursery for plants and cattery.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Computer Room & Intensive Remedial Teaching Programme Room.				Ramp and Accessible toilet.

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

Number of teaching posts in the approved establishment			26	Total number of teachers in the school		31
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%	35%	32%	13%	6%	81%

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	2	2	2	2	2	12
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	2	2	2	2	2	12
Mode of teaching at different levels	Intensive teaching assistance and Tiered intervention model are provided for P.1 to P.6 kids with learning difficulties through Intensive Remedial Teaching Classes this year. (The no. of students per class should not exceed 20 and less than 6.)						
Remarks	-						

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		0	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	Besides written assessments, there are different modes of assessments to evaluate students' learning, such as project learning, observations, discovery learning in General Studies; formative assessments in Chinese, English & Mathematics subjects. Small class teaching in P.1-P.6, students can get a learning portfolio.						
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	Tiered teaching in P.2-P.6 which helps catering for learning differences, different teaching strategies are adopted to help students learn better.						

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	11	30 mins	8:15 AM	3:40 PM	12:20 PM - 1:40 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Fitness Activities & Morning Personal Hygiene Reminder Session. Lunch Box Monitoring Committee monitors the quality of lunch boxes. The school schedules a quiet time and a nap time after lunch to help students rest.		Lunch arrangement: provided by contracted supplier or prepared by parents. Students have their lunch with class teachers.		

Life-wide Learning

Our school organises a wide variety of activities and training for school teams. Each student is required to participate in at least three extra-curricular activities. More specifically, the aforementioned activities are classified into uniform activities, 'little expert' activities, and Friday ECAs. They can be exemplified by: Club scout, Brownie, Road safety patrol, Flag raising team, Little astronomer, Little tree climbing expert, Cycling expert, kite expert, mural, DJ, RoboMaster, Ruby team etc. The school team projects, e.g. Marching team, Choir, Drama, Football team, Basketball team, Orchestra etc.

School Mission

In the perspective of our school Dun, Xiao, Yu, Kun, we aim at providing students with a happy, harmonious and positive learning environment conducive to moral, academic, physical, social, personal and artistic development.

School Characteristics

School Management

School Management Organisation:

IMC of Tun Yu School monitoring the operation of school. The principal, assistant principals and the executive teachers co-ordinate different executive groups and responsible for day-to-day operation of school.

Incorporated Management Committee / School Management Committee / Management Committee:

The members of Incorporated Management Committee of Tun Yu School are the representatives of the school sponsoring body, the principal, the representatives of teachers, parents and school alumni, and one disinterested member of external profession.

School Green Policy:

An advocate of "Green Campus" and living in harmony with nature.

School's Major Concerns:

1. To cultivate deep learning habits
2. Maintain a safe learning environment, and nurture good citizens.

Learning and Teaching Plan

Learning & Teaching Strategies:

Interactive Learning Activities: With the help of flexible timetable arrangement, different exploratory learning activities can be organized during the curriculum time. The activities include workshops, field trips and different kinds of outdoor learning experiences.

Adventure Based Learning Centre: Various adventure based activities are held for enhancing students' team spirit, cooperation, and self-confidence.

Development of Major Renewed Emphases of the Primary Education Curriculum:

In order to enhance students' sense of national identity, we have a flag-raising ceremony every week. We organised a Mid-autumn festival carnival and a Chinese New Year carnival, which enabled students to know more about Chinese culture.

We make good use of the whole-day schooling. We aim to develop whole-person development, cater for students' uniqueness and strengthen STEAM education. Therefore, we organise a wide range of activities at the lunch recess. Such activities include ball games, board games, lunch-time reading, gardening, school team training, musical instrumental practice, as well as remedial classes for Chinese, English and mathematics.

There is 10-minute 'quiet time' for students after the lunch recess activities. This arrangement enables students to calm down themselves and to focus on their studies again. Our school has designed various activities for Wednesdays in the odd weeks and in the even weeks.

Development of Generic Skills:

Project learning, cooperative learning, cross-curriculum activities etc.

Cultivation of Proper Values, Attitudes and Behaviours:

1. Cultivate positive values;
2. Develop a balanced lifestyle;
3. Respect, appreciate, support and care for others;
4. Make good judgements to distinguish right from wrong;
5. Value the importance of relationships in all areas;
6. Understand the importance of cooperation.

Student Support

Whole School Approach to Catering for Learner Diversity:

The school provides small group teaching for less able students and parent's scheme to support the students with special educational needs (SEN). Professional school-based educational psychologist and school-based speech therapist are available to provide support and advice to students with SEN. We provide high-level training program for students with different strengths and potentials, such as Mathematics, English Drama, Leadership training program etc. We provide school-based after-school learning and Newly-arrived Children Support Programmes to pupils with poverty issues.

Whole School Approach to Integrated Education:

Student Support Team, principles and consideration on deployment of resources (e.g. learning support grant, school-based speech therapy service related resources), specific measures in supporting students with SEN. And we have remedial learning groups, training on social skills, school-based speech therapy service, individual education plan.

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. We provide after school homework support and Chinese learning programmes for the non-Chinese speaking (NCS) students. (Special Examination adjustment and Chinese subject award.)

Curriculum Tailoring and Adaptation:

Teachers have co-planning meetings for all core subjects, so teachers can collaborate and learn from each other to design a good lesson for students. Homework, dictation and examinations are adjusted for their special needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:

1. To make home and school education complementary to each other, the Parent-Teacher Association (PTA) has established a series of workshops and activities to help parents.
2. The Parents' Academy will promote better home and school co-operation as well as provide a better quality of parent education. These moves will enhance effective learning.

School Ethos:

Our students are well-disciplined with a strong relationship between teachers and students. The goal is on both values as well as moral education. Our school implements many programs to help cultivate students' positive values as well as a caring culture at school. These include a rewarding scheme, prefect training, adventure camp, Understanding Adolescent Project etc.

Future Development

School Development Plan:

1. Enhance student learning and cultivate strong learning habits.
2. Develop effective lesson design and teaching strategies to strengthen students' positive learning habits.
3. Develop diverse curriculum platforms to foster students' habit of thinking, reflecting, and expressing themselves confidently.
4. Maintain a safe learning environment and nurture responsible and respectful citizens.

Teacher Professional Training & Development:

Whole school professional training for strengthening teaching.

Others

Management Committee Scholarship.