元朗寶覺小學
Yuen Long Po Kok 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
Mr. Tam Yat Hung John	Ms. Tam Wai Ping	Established	Aided Whole Day	Co-ed	Buddhism
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
Tung Lin Kok Yuen	Benevolence and Fraternity	1958	Chinese (incl.: Putonghua) and English	School Bus	About 7200 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
-	-	-	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
14	1	1	1	Graduation Garden, Planetarium, Art Corner, Gym Corner, Cycling Power Station, STEM Garden, Black Soldier Fly Station, Turtle Park, Orchid Greenhouse, Lotus Pond, Soy Sauce Observation corner.

Special Room(s)	Facility(ies) for Supporting Students with Special Educational Needs
Innovative Teaching Block, Gifted Education Center, Creative English room, Main School Library, Multi-functional Student Activity Room, Music House, Campus TV, Hall for worshipping Buddha, Conference Room and Remedial Teaching Rooms.	Ramp, Accessible lift 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	32

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%	30%	30%	16%	29%	55%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	1	2	1	2	3	3	12
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	2	1	2	1	2	3	11

Mode of teaching at different levels	Small class teaching in P.1-P.6. 30 minutes for a lesson.
Remarks	Developing reading habit and exploration mind from P.1-P.3. Nurturing self-learning abilities with high motivation and preparing smooth transition from Primary to Secondary School from P.4-P.6.

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)	2		

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	1. Subject assessment for P.1 to P.2 students are conducted with oral instruction. 2. Each subject conducts assessment with an applied learning format. 3. Through life skills manipulation, project-oriented learning, computerized assessment and specific performance assessment demonstrate students' abilities. 4. Students participating international competitions and assessment are encouraged.
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	According to students' traits, rather than subject performance, streaming arrangement is considered.

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	30 mins	8:10 AM	3:10 PM	1:05 PM - 2:00 PM

Lunch arrangement	Healthy school life	Remarks
Provided by designated supplier and arranged by parents.	1. Having self-reading time every day. 2. Perform eye protection exercises at the recess time. 3. We organize different exhibitions and activities regularly to promote the culture of having healthy food and drinks. 4. Whole–School Exercise Period is held once a week to promote doing sports. 5. Doing morning exercises and play ball games before lesson time and at lunch recess.	1. We have awarded "Healthy Snack Corner". 2. We have adopted the School EatSmart School Accreditation Scheme organized by the Department of Health for many years. 3. We were awarded "Healthy School" by the Chinese University of Hong Kong. 4. Campus is recognized as "Garden School". 5. Participate "World Martial Arts Champion School Visit program." 6. Pioneer School of Digital & AI Education Exploration Community.

Life-wide Learning

1. There are more than 50 extra-curricular activities for students.
2. Extra-curricular activities are held within the timetable to ensure every student can join the activities.
3. Popular activities include Chinese dance, Little Organic Farmers, English Drama, Chinese Debate team, Rugby team, STEAM Team, Campus TV, Orchestra, Creative Programming, P.4-P.6 International Learning team, Athletic team and different uniform teams. A number of awards were won in academic, dancing, drama and sports competitions.

School Mission

We are committed to provide a pleasant and harmonious learning environment, to enable every child to develop their full potential with a delightful childhood and to establish students' positive values, attitudes and virtues, turning them into responsible citizens.

School Characteristics

School Management

School Management Organisation:
To enhance the efficiency and transparency of school management, a systematic school hierarchical management system containing different functional teams has been set up accordingly.

Incorporated Management Committee / School Management Committee / Management Committee:
The Incorporated Management Committee (IMC) has been set up to enhance the transparency of the school management, members included parents, teachers and independent managers, Master, CEO, accountants and Alumni, etc.

School Green Policy:
To arouse students' environmental awareness, Energy saving measures, recycling bins, drink box recycling bin and kitchen waste recycling machine are set up. Different environmental activities are organized such as 'No Lunch Box Waste Programme' and old clothes recycling activities. Modern green planting and "Black Soldier Fly Bioloop Program" are inducted.

School's Major Concerns:
1. Develop Digital Education Curriculum to cultivate students' generic skills.
2. Optimize Values Education curriculum to strengthen students' physical and mental well-being.

Learning and Teaching Plan

Learning & Teaching Strategies:
1. The timetable uses half an hour as a section to increase students' concentration.
2. Parents can choose the quantity of homework for p.1 students in the first semester.
3. Replace the dictation with “Words Hunter” to increase learning motivation.
4. School-based exercises are developed as per students’ abilities and traits.
5. Use modern teaching methods, instead of unnecessary assessments, to increase students learning fun.
6. Study tours to broaden students' international perspective with visiting different countries such as Singapore, Malaysia, Seoul and the Greater Bay Area.

Development of Major Renewed Emphases of the Primary Education Curriculum:
1. Introduce an AI-based Chinese and English writing platform to provide instant feedback and improve students' writing quality.
2. We set up interdisciplinary theme learning to strengthen students' STEAM learning ability with students' media literacy and reading habits.
3. We integrate positive values into the classroom and connects them to life in a step-by-step direction.
4. To coordinate with the values education and national education, the school tailors, deploys, and integrates the curriculum of various subjects.

Development of Generic Skills:
1. Through business-school cooperation, students learn to connect between knowledge and application.
2. Students learn to communicate and cooperate with others through co-curriculum learning activities and 'International Classroom'.
3. Various learning activities and worksheets with school characteristics are designed for students to practice generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:
1. Specific activities (e.g. mindfulness) and courses (e.g. moral education lessons) with school major concerns promote positive values and attitudes for students.
2. Among teachers', students' and parents' interaction, healthy lifestyles are advocated.

Student Support

Whole School Approach to Catering for Learner Diversity:
1. After school care programme is conducted for some students in needs.
2. Gifted education is adopted and implemented as a whole-school approach.
3. Pull-out programmes for exceptionally gifted children are also organized.
4. Different modes of learning support are adopted such as, remedial classes and tutorial classes to help with students' homework, Adaptation Courses for Pre-S.1 and Bridging Course for P.6 students.

Whole School Approach to Integrated Education:
1. Remedial courses, after school tutorial classes and learning groups are organized for some students concerned.
2. The specific school personnel is responsible for coordinating resources to support the development of some students concerned.
3. Through school-parent cooperation, parents are given appropriate family education information.

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; organising activities to create an inclusive learning environment in the school; and our school uses Putonghua to teach Chinese in all classes / groups at certain levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc. To integrate different teaching approaches with previous successful experience, the school helps NCS students to study and live in Hong Kong smoothly. Specific teachers would motivate NCS students with co-operative learning to learn Chinese (P1 &2 lessons sometimes may use Putonghua as MOI) and to return the mainstream of education system ASAP.

Curriculum Tailoring and Adaptation:
1. Whole-class teaching approach is adopted to enhance students' high order thinking skill and creativity.
2. Specific enrichment programmes are carried out such as Chinese and English creative writing, Mathematics Olympiad, scientific exploration and leadership training, etc.
3. Recruit extra Chinese and English teachers to help students in need. Learning tasks and activities are tailored to suit the talents of the students.

Home-School Co-operation and School Ethos

Home-School Co-operation:
1. To establish better home-school communication, Parent-Teacher Association holds regular meetings and organize different parent-child activities, workshops and classes.
2. A Parent Education Programme Plan is implemented to enhance home-school co-operation.

School Ethos:
In a loving and caring environment and teachers' nurture, students are advocated positive attitudes and values as well as a strong sense of belonging to the school, the families and the nation.

Future Development

School Development Plan:
1. To develop students with reading habit from junior form and highly motivated self- learning at senior form.
2. To create students' achievements as "More than learning" with healthy body and positive mind.

Teacher Professional Training & Development:
1. Through participating various professional courses and in-service training, teachers become confident and cordial to enhance the quality of education.
2. All teachers should complete the Gifted Education course conducted by the H.K. Academy for Gifted Education within the first year of employment.
3. Professional Development Fridays are scheduled to discuss students' learning and evaluate school policies.

Others

For more details, please visit our website: www.ylpokok.edu.hk.