



光明學校 Kwong Ming School

Shui Pin Wai Estate, Yuen Long, N.T.

24762616

24746722

info@kms.edu.hk

http://www.kms.edu.hk/

73

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Leung Man Man	Mr. Ying Ngai	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
Kwong Ming School Limited	Virtue, Diligence, Erudition, Aesthetics, Innovation	1981	Chinese	Nanny van	About 5000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-					
4Rs Mental Health Charter	Yes	Whole School Health Programme		Pledged School	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$30	Fee for non-standard items \$480 (Maintenance and improvement of school premises)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
25	3	1	1	Butterfly Garden, Performance area, Athletic track, Flowerbed. All rooms and cover playground are air-conditioned.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
STEM Room, KMS Broadcast Room, The Black Box, Multi Function Room, Computer Room, Library, Atelier, Fitness Room, Chinese Literature Room, English /Puppetry Room, Mathematics Club, Music Room, PTA Parents Resource Centre, Conference Room, Play Therapy Room.				Accessible lift.

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

Number of teaching posts in the approved establishment				47	Total number of teachers in the school		50
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%	40%	64%	18%	20%	62%	

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total	
2025/2026 school year		No. of classes	4	4	4	4	5	4	25
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)		No. of classes	4	4	4	4	4	5	25
Mode of teaching at different levels	1. Implementing Small Class Teaching in P.1 to P.6. 2. P.2-P.4 Small Group Teaching (SEN). 3. P.5-P.6 Remedial Teaching. 4. Remedial teaching, school-based after-school learning and support programme to cater for learner diversity.								
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)	1	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	Primary 1 has no tests or examinations throughout the year. Primary 2 has one test and one examination throughout the year. Primary 3 to Primary 6 have one test and two examinations throughout the year. In addition, through progressive assessments in various subjects and physical and aesthetic education, students' all-round development will be fostered.				
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	Mixed ability classes from P.1 to P.4.P.5-P.6 pupils are divided into different classes based on their learning abilities.				

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	8:00 AM	3:05 PM	1:00 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Our school has attained The Hong Kong Healthy School Award Scheme. Items that go with healthy school life are as follows: Fruit Day, School 'NutriAgent' Project, Foot Examination, School Physical Fitness Award Scheme, Sexual-Abuse Preventive Programme and Environmental Protection Recycling Programme etc.		'Talent Show Stage' takes place before school begins. School assembly, co-curricular activities or multiple intelligences activities are carried out alternately every Thursday afternoon.		

Life-wide Learning

Various activities and interest groups are conducted after school, e.g. Sports Day, Swimming Gala, Christmas Party, STEAM Day, Life-wide Learning Day, Educational Camp, and School Picnic, to enhance the enjoyment of school life. Our school also offers a variety of ECA for students: English Drama Team, English Puppetry Team, Cubs and Brownies, CYC, JPC, Track and Field athletic team, ball games teams, swimming team, ukulele, handbell, African drum, choir, dancing, Boulderling, Cambridge English, phonics, conversation, Mathematical Olympiad, Chinese ink painting, calligraphy, gardening, computer graphics, Lego Mindstorms, IT-coordinator and Campus TV. The K-Ovation cultivates a culture of appreciation by showcasing student achievements every year.

School Mission

We pledge to prepare pupils to contribute to an increasingly international and interdependent world. Recognising a diversity of values and traditions, we strive to establish an atmosphere conducive to building interpersonal relationships and global awareness. We are committed to working closely with students and their families to attain academic excellence and inspire the growth of well-rounded individuals.

School Characteristics

School Management

School Management Organisation:

Kwong Ming School is managed by Incorporated Management Committee (IMC). School Development and administrative works are implemented by principal and different administrative groups.

School-based management is implemented and all stakeholders share common visions and goals. School development committee oversees the development of curriculum and all subject sections to ensure an ongoing development and improvement.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee of Kwong Ming School was established on 30th August, 2008.

School Green Policy:

1. Implement environmental education to enhance students' understanding of the importance of environmental protection: develop a group of Green Prefects and Little Green Gardeners, and organize environmental talks and workshops.
2. Recycle crayons, old books, and school uniforms.
3. Launch a set of guidelines for energy saving and decarbonisation, water conservation and waste reduction.
4. Install automatic sensor water taps and solar panels.
5. Community Promotion: potted plant giveaway, community food waste recycling programme.

School's Major Concerns:

1. Enhance students' reading skills and create a reading atmosphere on campus.
2. Boost students' confidence through diverse learning experiences.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Place strong emphasis on reading, encouraging students to conduct lesson preparation and lesson extension through reading diverse materials, thereby fostering positive self-directed learning abilities and attitudes.
2. Adopt diversified teaching strategies to enhance students' self-directed learning and higher-order thinking skills.
3. Promote STEAM education and computational thinking programmes to cultivate students' creativity and problem-solving abilities.
4. Implement gifted education and thinking skills teaching strategies, while catering for learner diversity, to develop students' creativity, collaboration skills and generic skills.
5. Through life-wide learning activities and service learning, provide authentic platforms to enrich students' learning experiences, nurture proper values and attitudes, and equip them to adapt flexibly to the rapidly changing society.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Adopt Chinese culture as the backbone to design diversified learning activities, strengthening values education (including life education, national education and national security education).
2. Reinforce STEAM education with AI elements to cultivate students' higher-order information technology skills and enhance their media and information literacy.
3. Continuously optimise cross-curricular reading to develop students' life long learning capabilities and nurture them to become highly effective self-directed learners.
4. Enrich life-wide learning experiences to promote whole-person development.
5. Make good use of learning time to create space for promoting balanced physical and psychological development.
6. Strengthen catering for learner diversity by formulating support plans according to students' learning needs.
7. Make effective use of assessment data to optimise teaching design, enhance assessment literacy and promote the effectiveness of learning and teaching.

Development of Generic Skills:

1. Implement the school-based "Marine Science Curriculum" at all levels, enabling students to master scientific knowledge and STEAM skills through field exploration and hands-on creation. This helps students understand the close relationship between humans and nature, cultivate a sense of responsibility to protect the ecosystem, and equip them with AI, creative, technological and engineering thinking to tackle real-life environmental challenges.
2. Through cross-curricular reading and inquiry activities, create diverse learning contexts to enhance students' abilities in analysis, problem-solving and critical thinking, while developing their generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:

1. The school promotes values education with Chinese culture as the backbone. We integrate it organically across different cross-curricular domains and naturally permeate it into various learning areas and life-wide learning experiences, helping students develop proper values and attitudes.
2. The school adopts the "knowledge-emotion-action" affective teaching infusion model. Through school-based curriculum and various activities, we strengthen the practical dimension of values education, guiding students to transform cognition into behavioural practice and internalise it as good character.

Student Support

Whole School Approach to Catering for Learner Diversity:

The 'Whole School Approach to Guidance Services' grant from the Education Bureau is used by our school to establish a whole-school, student-centered student assistance policy. We have established a clear mechanism to strategically and early identify students with special educational needs. We assist children in achieving holistic development, integrating into school life, and growing up healthily by offering them support. To ensure that every student has equal access to education, the school offers SEN students small-group instruction, remedial classes and examination support.

Whole School Approach to Integrated Education:

The stakeholders in inclusive education include our principal, teachers, school social workers, school-based educational psychologist, school-based speech therapist, non-teaching staff, students, and parents. Student Support Team effectively utilise the grants and resources to implement the following programs: curriculum and teaching adaptation, small group teaching, training on social skills, Enhanced School-based Speech Therapy Service, School-based Educational Psychology Service, Individual Education Plans, etc.

Curriculum Tailoring and Adaptation:

Through regular collaborative lesson planning focused on learning difficulties, we design instructional plans and implement curriculum adaptations based on students' interests, needs, and abilities. We create diverse teaching strategies, activities, and tiered worksheets, as well as enrichment (gifted) and remedial support groups, to accommodate specific student variances.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Parent-Teacher Association is committed to fostering effective communication and collaboration between parents and teachers. It organizes a range of activities, workshops and meetings to encourage parents' active participation in school affairs. Parents are also invited to support learning visits, school events and classroom activities. Such involvement enhances their understanding of students' learning. It also strengthens trust between teachers and parents and helps build a caring and inclusive school environment.

School Ethos:

Our school places positive values at the core of the school-based framework for values education and strives to create a joyful and supportive learning environment. We nurture students through twelve priority values, fostering positive and optimistic attitudes. We emphasize harmonious teacher-student relationships built on care, mutual support and respect. Students are encouraged to take initiative, embrace challenges with courage and demonstrate their strengths through diverse learning experiences. Through a wide range of teaching and learning activities, we provide a holistic education that balances moral, intellectual, physical, social and aesthetic development. Our mission is to cultivate confident, joyful students of Kwong Ming School with a strong sense of happiness and well-being.

Future Development

School Development Plan:

1. Continuously develop cross-curricular learning to strengthen students' ability to integrate and apply knowledge and skills, thereby enhancing their competence in solving real-life problems.
2. Continuously optimise the school-based curriculum through organic integration with subject knowledge, while making good use of campus environment and community resources to create life-wide learning contexts and enrich students' learning experiences.
3. Sustain reading as the core of learning, enabling students to enjoy extensive and in-depth reading, and develop lifelong learning capabilities.
4. Reinforce STEAM education with AI elements to inspire creative thinking and nurture innovative talents.
5. Make effective use of e-learning platforms and artificial intelligence tools to enhance classroom interaction and personalised learning experiences, thereby promoting self-directed learning.
6. Deepen values education to cultivate proper values and attitudes, good character, as well as balanced physical and psychological development.

Teacher Professional Training & Development:

1. Collaborative lesson preparation.
2. Lesson observation and Lesson analysis.
3. In-service training.

Others

1. PTA scholarship.
2. Alumni Association scholarship.
3. Multiple intelligences scholarship.