



元朗商會小學
Yuen Long Merchants Association 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. LIU CHUNG PING	Ms. Li Tak Choi	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
Yuen Long Merchants Association	Honesty, Modesty, Courtesy, Trust	1946	Chinese	-	About 4000 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		Pledged School	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$20	Moral education, technology education and e-learning curriculum development project	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	3	1	1	Multi-purpose room, Art Gallery, School hall, Library, Space Science Learning room, STREAM room, MAPS Garden
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Computer room, General Studies room, Music room, Visual Arts room, English Activity room, Chinese Calligraphy room, Art Therapy room, Student Activity room				Ramp, Accessible lift, Accessible toilet and Tactile guide path plan.

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

Number of teaching posts in the approved establishment				46	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	
96%	100%	28%	61%	20%	15%	65%	

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	4	4	4	4	4	24
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	4	4	4	4	4	24
Mode of teaching at different levels	Self-directed learning, Activity-based learning, e-learning (P.4-P.6) P.3-P.6 classes are streamed according to students' learning performance (Elite teaching and Remedial Teaching) Afternoon Recurring Lessons						
Remarks	The school has allocated additional resources to hire more Native-speaking English Teachers (NETs), further enhancing our English instruction and related activities. In junior primary, we adopt the Read Write Inc. programme and Levelled Reading, which are co-taught by our NETs and local English teachers.						

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
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	We adopt diverse assessments, including teacher observations, self/peer/parent evaluations, formative assessments, exams, and project learning. Speaking skills in Chinese, English, and Putonghua are assessed regularly and in exams, providing constructive feedback to teachers, students, and parents. A Reading Award Scheme is also in place to foster reading literacy.						
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	Students' academic results, gender ratio and conduct are taken into consideration.						

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	Please see Remarks	1:05 PM - 2:05 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	School-based counselling activities, Environmental Protection Day, Joyful Fruit Month, Dynamic Morning Workout & Physical Fitness Training, Birthday Dress Casual Days, and Mental Health Activity Days.		School ends at 3:00p.m. (P.1-P.2) / 3:10p.m. (P.3-P.6)		

Life-wide Learning

Provides various extracurricular activities, including 8 uniform teams, Aviation Programme, Choir, Handbell Team, Dragon and Lion Dance Team, Dancing Team, Chinese Calligraphy, Olympiad Math Training, English Drama, Speech Festival Training, Athletic Team, Swimming Team, various ball sports training, STEAM school teams, Quiz Team, etc., which help broaden students' experiences and exchanges in different learning fields.

Additionally, we enrich students' learning experiences through different exchange programmes, English Day, Chinese Cultural Week, STREAM Day and educational visits.

School Mission

We provide our students with a supportive and friendly learning environment to encourage them to learn to become a responsible citizen.

Through participation, engagement, learning, and experiencing life in activities, students increase their confidence, understand the community and put our school motto, 'Honesty, Modesty, Courtesy, Trust', into practice.

School Characteristics

School Management

School Management Organisation:

Teaching and Learning: Curriculum Development, Teaching Affairs, IT Education

School Administration & Organisation: School Affairs, Student Affairs, Administrative Affairs, General Affairs

School Ethos and Student Support: Learning Support, Student Guidance and Discipline, Value Education

Student Performance: Extra-curricular Activities, Sports Activities, Arts Education

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee consists of the school supervisor and committee members listed in the Chinese version of the School Profile.

School Green Policy:

Establish the Campus Little Gardener Program and the MAPS Garden, planting green plants around the school and encouraging students to care for them.

Hold Environmental Education Day to promote and educate students on protecting their surrounding environment.

Regularly organise eco-friendly activities, such as uniform/clothing recycling and waste recycling/reuse activities.

School's Major Concerns:

1. Deepen self-directed learning to stimulate students' creative thinking
2. Enrich students' comprehensive learning experiences to broaden their horizons and unleash their full potential
3. Promote positive education to cultivate students' future civic literacy

Learning and Teaching Plan

Learning & Teaching Strategies:

Student-centred learning is adopted. Students are encouraged to read, which promotes student autonomy in learning. Through self-directed learning, initiatives such as pre-lesson preparation, collaborative learning and post-class reflection are implemented.

Each subject area employs various self-directed learning (thinking strategies) frameworks to help students establish clear learning goals, enhance problem-solving skills, and systematically grasp new knowledge.

Values education learning activities are integrated across different subjects, providing students with a comprehensive learning experience, strengthening connections among peers, and promoting holistic development.

To broaden students' learning opportunities and equip them with the skills and competencies needed for the 21st century, cross-curricular STREAM education and project-based learning, which provide students with diverse learning experiences, are implemented.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Strengthening values education; utilising school hours effectively to create space for balanced physical and mental development; enriching comprehensive learning experiences to promote holistic development; enhancing care for student diversity; reinforcing STEAM education and cultivating students' media and information literacy; strengthening cross-curricular learning and reading to develop lifelong learning abilities; enhancing assessment literacy to promote the effectiveness of teaching and learning.

Development of Generic Skills:

To cultivate student's generic skills, an array of immersive activities is arranged. Examples include project-based learning, STREAM Day, Forest Learning, Chinese Cultural Week, Putonghua Week, English Fair, etc.

Cultivation of Proper Values, Attitudes and Behaviours:

Through class meetings and life education lessons, students are cultivated to understand themselves and develop a positive outlook on life.

Talks and drama performances are arranged during morning assemblies and weekly meetings to promote moral education and life education messages.

Through learning experiences such as charity activities and care initiatives, students practice positive values and attitudes in real-life situations.

Student Support

Whole School Approach to Catering for Learner Diversity:

Learner diversity is catered through elite teaching and remedial teaching.

P.3-P.6: Classes are streamed according to students' learning abilities to optimize classroom instruction.

P.1-P.2: Homework tutoring and after-school learning support groups are offered to assist students with learning difficulties.

Whole School Approach to Integrated Education:

To support students with special educational needs, our school's Student Support Team provides diverse resources including School-based Educational Psychology Service and Enhanced School-based Speech Therapy Service, homework tutoring groups, social skills training groups. Adjustments for exams and dictations are also available.

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; 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. Chinese teaching materials designed by the Education Bureau are employed to support non-Chinese speaking students in enhancing their Chinese language skills.

Curriculum Tailoring and Adaptation:

Teachers adjust the curriculum based on students' abilities.

During the teaching and learning process, appropriate teaching strategies are flexibly employed to cater to students with different characteristics.

Additionally, policies for adjusting homework, dictations and assessments are implemented for students with learning needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Our school has established a Parent-Teacher Association and a Parent Volunteer Team to assist in organising large events and community visits, including Chinese Culture Week, Mental Health Day, Parent Storytellers programme, movie appreciation sessions, and various educational visits.

Various activities are held to promote home-school collaboration, such as parent-teacher meetings, talks and Parent-child Run during Sports Days.

Regular meetings of the Parent-Teacher Association are convened to facilitate communication.

The school and the Parent-Teacher Association jointly offer 30 scholarships to students who demonstrate outstanding performance in service and academics.

School Ethos:

We are committed to establishing students' correct values and attitudes, creating a caring and supportive campus.

To enhance students' sense of belonging to the school, teachers give small birthday gifts to students, fostering a warm atmosphere at school.

All service teams have a promotion system, allowing students to set goals and establish a sense of mission while serving and caring for others.

Peer support teams and parent volunteer teams are established, enabling givers to experience the joy of helping others.

Adaptation courses for Primary 1 and bridging courses for Pre-secondary 1 are held to help students adjust to their new learning environments.

Future Development

School Development Plan:

1. Develop Digital Education.
2. Establish healthy lifestyles for students by promoting mental health education and increasing students' physical activity.

Teacher Professional Training & Development:

1. Implement professional development for teachers in line with the concerns and development goals of the school.
2. Encourage teachers to enhance teaching effectiveness through collaborative lesson planning, peer observations, and co-teaching.
3. Encourage teachers to participate in both internal and external training to improve their teaching professionalism.

Others

Our students have achieved outstanding results in various areas. For recent notable accomplishments, please refer to the Chinese version of the School Profile.