



潮陽百欣小學 Chiu Yang Por Yen Primary School

55 Tin Wah Road, Tin Shui Wai, Yuen Long, N.T.

24451666

24487866

mail@cyp.edu.hk

http://www.cyp.edu.hk

72

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Tan Stephen	Mr. Law Yu Tung Roland	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					70%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Chiu Yang Residents Association of Hong Kong Ltd.	Please refer to the Chinese version.	1993	Chinese	School Bus	About 6041 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
-	-	\$30	\$400	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
32	3	1	1	Eco-campus, Farmland, Greenhouse, Theatre, Football Field, Basketball Court, Table Tennis Court, Fun Corner, Ceramic Corner, STEAM Corner, eBoards.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Multi-purpose Library, Sports Center, Climbing Wall, STEAM Lab, Computer Room, Performance Room, Music Rooms, Campus TV, Dancing Room, Visual Art Room, English Ocean, Science Lab, Chinese Culture Corner.				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			48	Total number of teachers in the school		55
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
95%	98%	20%	70%	29%	20%	51%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	3	4	5	4	4	5	25
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	2	3	4	5	4	4	22
Mode of teaching at different levels	Small Class Teaching for P.1 - P.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
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	1. There are 3 semesters and formative and summative assessments. 2. Subjects for assessment: Chinese, English, Mathematics, Humanities, Science, VA, Music PE, Putonghua and STEAM. 3. Chinese and English Language assessments include: Reading, Writing, Listening and Speaking. 4. Diversified Modes of Assessment. 5. No exams, dictations, or quizzes for P1.						
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 in lower forms are put into classes evenly according to their academic results. Students in upper forms are grouped into elite classes or keep-up classes according to their academic results						

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	8:15 AM	3:30 PM	12:40 PM - 1:40 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. Hong Kong Healthy Schools Award Scheme-Gold Award 2. Hong Kong Awards for Environmental Excellence (HKAEE)-Silver Award 3. Green School of Hong Kong-Gold Award 4. SportACT Scheme-Active School Award 5. The School "Nutri-agent" Project		1. Happy School - Students choose to join different activities at recess. 2. Active School - Students do lots of exercise. 3. Rich English context created by 3 NETs to engage students in fun language learning activities. 4. Homework periods for students to work on homework with teachers' help. 5. Growth lessons and multi-intelligence lessons for students' personal growth and multi-intelligence development.		

Life-wide Learning

1. Life-wide Learning: Cross-curricular activities, Life-wide Learning Day, project-based studies, study tours, etc.
2. Extracurricular Activities: Covering languages, mathematics, sports, music, visual arts, uniformed groups, with 50 interest classes and 30 elite school teams.

School Mission

We provide a well-balanced and all-round primary education for students. Students are cultivated to be polite, responsible, hard-working, self-respecting and self-disciplined persons.

School Characteristics

School Management

School Management Organisation:

1. Incorporated Management Committee;
2. School Development and Executive Committees;
3. School Administration Groups.

Incorporated Management Committee / School Management Committee / Management Committee:

Incorporated Management Committee was established in 2008.

School Green Policy:

1. Install energy conservation facilities in school and promote environmental education.
2. Establish a Green School through curriculum and activities.
3. Provide Por Yen farm, curriculum and planting activities.

School's Major Concerns:

1. Continue to refine curriculum planning, adopt diversified teaching and learning strategies, and enrich students' learning experiences.
2. Strengthen values education, inspire students to develop their multiple potentials, and work together to create a joyful campus where home and school unite to nurture a new generation with physical, mental, and spiritual well-being.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Co-operative Learning
2. Self-directed Learning
3. School-based whole-class approach of Gifted Education and Catering for Learning Diversity
4. Diversified Learning and Teaching Strategies

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. A balanced and diverse curriculum with an extensive range of learning activities nurtures students to become good law-abiding citizens.
2. Great importance is placed on enhancing students' biliterate and trilingual abilities.
3. Life-wide Learning enriches students learning experiences in real contexts and authentic settings and fosters whole-person development.
4. Planting Programme, Ecological Education, and learning across the curriculum establish meaningful connections between students' daily life encounters and their learning.
5. Implementing STEAM, nurture students' information literacy, creativity and unleash their potential in innovation.
6. The wealth of art and sport opportunities aim to promote physical fitness, aesthetic development and develop our students' Multiple Intelligences.

Development of Generic Skills:

Through Project Learning, Serving people, classroom and STEAM fun activities and etc, students are able to achieve an overall development of generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:

The school puts high emphasis on whole-person development and puts into action Invitational Education aiming to unlock, develop and fulfill students' personal strengths and potentials so that every student can be a shining star. Through Positive Education, we value and encourage positive behaviour among students. We motivate the development of positive elements to help them embrace stress and challenges positively in life and lead a fruitfully contended life.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. Subject-based pull-out teaching groups
2. Subject-based enrichment and remedial groups
3. In-class and after-class small groups catering to different special education needs
4. School-based speech therapy services
5. Peer mentoring program
6. After-school homework guidance service under the "School-based After-school Learning and Support Program"
7. Homework guidance and care services provided through the Community Care Fund's "School-based After-school Care Service Scheme"

Whole School Approach to Integrated Education:

We support students with different abilities through the "Whole School Approach" model and through resource allocation. We provide students with appropriate and diversified support services to enhance students' learning effectiveness. Our school focuses on home-school cooperation to support students hand in hand. Student Support Team has been set up. Members include Special Educational Needs Coordinator (SENCO), Primary School Curriculum Leader (PSMCD), Discipline and Counselling Leader, School-based Educational Psychologists, School Social Workers and teachers.

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; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; and organising activities to create an inclusive learning environment in the school.

Curriculum Tailoring and Adaptation:

School-based curriculum learning booklets are trimmed and designed with self-study, classroom activities, extension, problem-solving and other elements incorporated in Chinese, English, Mathematics, G.S. and STEAM. They also cater for learning diversity.

Home-School Co-operation and School Ethos

Home-School Co-operation:

1. There is PY Parent Academy: Seminars, workshops with a rewarding system.
2. Parent volunteers assist new comers accommodation, duties and other activities.
3. Parent-Teacher Association holds diversified activities.

School Ethos:

1. Simple ethos.
2. Implement Inviting Education, focusing on every student's development.
3. Cultivate students' positive values and attitudes through Positive Education and school-based counselling activities.
4. Dual class-teacher system.
5. Work closely with SGPs.
6. Implement a teacher appreciation scheme to foster warm and caring relationships between teachers and students.
7. Promote the "One Student One Service" scheme to enhance students' sense of responsibility and belonging.

Future Development

School Development Plan:

The school is a vibrant, innovative, and excellence driven institution, committed to enabling children to "learn joyfully and effectively". Guided by the philosophy of Inviting Education—optimism, trust, respect, care, and intentionality—the school inspires students to realize their potential and achieve balanced development in moral, intellectual, physical, social, and aesthetic domains, allowing every child to "shine".

Through the development of high quality curricula and diverse learning experiences, the school enhances students' interest and effectiveness in learning, enabling them to fully showcase their talents and potential while enjoying the process. By fostering a caring campus and uniting the strengths of school, family, and society, the school nurtures students to build strong civic awareness and positive values, ensuring that each child grows healthily and develops their full potential.

Teacher Professional Training & Development:

Seminars, workshops and programmes are organized regularly for teachers' professional training and development.

Others

1. Inviting School Golden Fidelity Award
2. The Caring Parent-School Cooperation Award