獅子會何德心小學
Lions Clubs International Ho Tak Sum Primary School
Area 3 (PS2), Phase 4, Tin Shui Wai, Yuen Long, N.T.
26179682 info@htsps.edu.hk
26179121 http://www.htsps.edu.hk

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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
Dr. Yeh Wai Man	Mr. Wong Wai Lap	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**
Lions Education Foundation	Loyalty, Courtesy, Diligence, Simplicity	1999	Chinese	School Bus; Nanny van	About 6200 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	$300	Replacement of student card: $25 Replacement of academic report or graduation certificate: $25

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
31	4	1	1	Multi-function Interactive Whiteboard are installed in every classroom, the school hall is equipped with the latest theatre style audio-visual system.

Special Room(s)	Facility(ies) for Supporting Students with Special Educational Needs
English Room, Chinese Culture Room, Science Lab, STEAM Lab, Library, Music Room, Band Room, Visual Art Room, Home Economics Room, Gaming Room	Ramp, Accessible lift, Accessible toilet, Tactile guide path and Accessible public information / service counter.

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	57

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
84%	100%	38%	46%	48%	29%	23%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	**No. of classes**	4	3	4	5	4	5	25
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	**No. of classes**	5	4	3	4	5	4	25

Mode of teaching at different levels	We implement small class teaching. Starting from Primary one, students are divided into classes according to their learning needs. Primary one implements the Dual Class Teacher System. A Native-speaking English teacher and a local English teacher share the class teacher duty of two classes.
Remarks	There are seven native-speaking English teachers in total. A school-based English Enrichment Programme takes place in junior primary level, in which a school-based curriculum with IB elements is adopted, with NETs and local teachers co-teaching all the lessons.

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	Diversified progressive assessment for some subjects, oral test and performance assessment in Maths, project learning (theme-based or STEM) in General Studies, record sports skills for assessment in Physical Education, adaptive measures of academic assessment for students with special educational needs after professional evaluation by educational psychologist.				
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	Primary 1 to 3 students are randomly assigned to different classes, except for the two classes under English Enrichment Programme. Primary 4 to 6 students are divided into classes according to overall academic result. Enrichment programme and Consolidation programme are provided.				

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	8:00 AM	Please see Remarks	12:55 PM - 1:55 PM

Lunch arrangement	Healthy school life	Remarks
Provided by designated supplier.	Morning & recess exercise; Physical Fitness Award Scheme; Lunch prepared by school canteen and parents are invited to participate in the selection procedures of student lunch service provider and supervision of their service; Hong Kong Green School Award Bronze Award; Eye exercise, Brain gym	School ends at 3:25 p.m. every day (except for Wednesday: 2:50 p.m.)

Life-wide Learning

Compulsory: 'Dream Big, Fly High' Overseas Programme
Academic: English Ambassador, English Debate, English Readers' Theatre, English Puppet Theatre, English Elite, Maths Club, etc.
STEAM: Metaverse, Little Pilot, VEXIQ Robotics, Drones, etc.
Arts: Orchestra, Violin classes, Band classes, Musical, Little Artist, Choir, etc.
Sports: Track and field team, Basketball Team, Volleyball Team, Dancing Team, etc.
Service: Scout, Lions Leaders, Eco Team, Campus TV, etc.

(Around a hundred activities provided.)

School Mission

School aims at providing high quality holistic and well-balanced education for students, fully developing their potential and nurturing their positive values.

School Characteristics

School Management

School Management Organisation:
School sponsoring body is Lions Education Foundation comprising members who are professionals and community leaders and are dedicated to promote quality education. The IMC is responsible for leading school development and supervising school management.

Incorporated Management Committee / School Management Committee / Management Committee:
The IMC was set up in August 2006. The Chairman is the School Supervisor. The IMC comprises of managers of the Foundation, 2 independent managers, 2 teacher managers, 2 parent managers, 1 alumni manager & the principal.

School Green Policy:
On site meal portioning Green Lunch Scheme, hydroponic vegetable, environmentally friendly lighting & air conditioners, solar mosquitoes killing machine, solar lighting system, Solar Harvest, water saving devices, compost mixing machine and organic plantation field.

School's Major Concerns:
Our School is an arena for development of potential, an environment for pursuit of excellence, culture of care, appreciation and encouragement.
Please refer to the school website.

Learning and Teaching Plan

Learning & Teaching Strategies:
- Focus on promoting self-directed learning, emphasizing the use of diverse teaching strategies to facilitate learning models such as drama education, gamified teaching, and hands-on inquiry. Incorporate differentiated teaching strategies to accommodate learning diversity, further enhancing the quality of teaching and learning, and providing students with creative, enjoyable, and self-directed learning experiences.
- Integrate the school-based "Dreams Take Flight" curriculum to promote cross-curricular reading. Simultaneously, align with STEAM education, values education, self-directed learning, and strategies to address learning differences to enhance learning motivation, deepen students' habit of learning how to learn, and cultivate a positive attitude towards learning.

Development of Major Renewed Emphases of the Primary Education Curriculum:
Promote reading across the curriculum, strengthen values education, enhance English and STEAM (Science, Technology, Engineering, Arts, and Mathematics) education, and develop the ability for lifelong learning.

Development of Generic Skills:
Our school is committed to nurturing children to become future leaders who possess the following six key qualities: life planning, communication and collaboration, innovation and problem-solving, holistic health management, digital skills, and resilience and adaptability.

Cultivation of Proper Values, Attitudes and Behaviours:
Implement positive education plan through whole school approach, including formal curriculum and maintaining campus atmosphere, in order to nurture positive values of students, develop students' character strengths.

Student Support

Whole School Approach to Catering for Learner Diversity:
Peer Assistance Project, different kinds of after-school tutorial classes to cater for students' different needs, self-learning electronic platform, remedial teaching groups for main subjects, course on Life Planning for P.5 & P.6 students, curriculum / teaching strategies / assignment / assessment adaptation.

Whole School Approach to Integrated Education:
Preliminary assessments and parent questionnaires are arranged before Primary One admission to provide early support. Our school has a Student Support Team, which includes the principal, vice-principal, school-based psychologist, school social worker, school-based speech therapist, special educational needs coordinator, curriculum coordinator, and guidance and discipline officer. This team formulates and regularly reviews learning support policies and the effectiveness of services. They also arrange learning skills and social training groups, Individual Education Plan (IEP), and a 'Whole School Approach to Providing Tiered Support for Students with Autism Spectrum Disorder' (AIM project).

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. Allocate non-Chinese speaking students into small groups to learn Chinese, after-school Chinese remedial classes.

Curriculum Tailoring and Adaptation:
The school identifies students who require in-class support for learning difficulties. Teachers make adaptations in curriculum delivery, homework assignments, dictation tasks, and test/exam arrangements. Assessments are arranged for gifted students, and enrichment programs or pull-out training courses are provided. Differentiated instruction design and academic adjustments are also implemented across subjects to accommodate students' diverse learning needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:
Friendly home visit, teachers & parents conference, eClass (a communication app for parents and the School), parents questionnaire, Parents Day, one day trip, day camp, festival party, parents volunteer to take care of P.1 students, to be helpers in the library, parents award scheme to encourage parents to take part in school activities, parents handbook.

School Ethos:
We strive our best to maintain caring and positive education. Senior students participate in community service learning activities. The School has been presented Caring School Awards for 13 consecutive years. Other adaptation measures include peer support, arrangement of adaptation programme for P.1 and upload of homework list to home-school communication platform. Participation in School Activities Award Scheme. The School has also been presented the Award of Moral & Civic Education Project Award for 18 years.

Future Development

School Development Plan:
We emphasize the unique value of forest-based curriculum as in Finnish Education, cultivating students' natural observation skills and environmental awareness.
Through school-based immersive English learning, children can master the language in real-life situations and enhance their communication skills. Innovation and technology education encourages creative thinking, allowing students to stimulate their imagination in the exploration of knowledge. The curriculum integrates a reading culture to improve students' self-directed learning abilities.
We value diverse assessments to ensure that each student's learning progress is fairly measured. Data application helps us understand students' needs more accurately and provide personalized learning plans. The smart sports curriculum integrates technology and physical education, promoting students' physical and mental health as well as teamwork spirit.

Teacher Professional Training & Development:
In response to the development of teaching and learning, our school has formulated the following professional development guidelines for teachers, aiming to help them build professional competencies to assist students in adapting to social changes and meeting future challenges:

Forest curriculum, values education, cross-curricular reading, immersive English, STEAM education, assessment literacy, physical and artistic activities, and gifted education.

Others

The school implements Finland Education and Forest Curriculum. There are seven native-speaking English teachers in total. A school-based English Enrichment Programme takes place in junior primary level. There is also a Native-speaking English teacher who serves as a class teacher each level.

For primary one to six students, the school implements the 'Dream Big, Fly High' Programme and the goal is to let every student participate in overseas exchange programme in order to broaden their horizons and enhance their communication skills.

Primary one to six students also have FUTURE lessons every week, in which students achieve tasks related to STEAM, programming and media production.

The school provides scholarships in different learning aspects to students.