



東華三院李東海小學 TWGHs Leo Tung-hai LEE Primary School

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72

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Ng Jonathan Yee	Mr. Lo Chun Ho	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					93%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Tung Wah Group of Hospitals	Diligence, Frugality, Loyalty and Faithfulness	1999	Chinese	Nanny van	About 7000 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	\$470	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	4	1	1	Environmental Power Generation Pavilion, Art Gallery, Reading Express, Literature Gallery, Little Farm, LTH Sweet Garden, Bunny Home and Butterfly Garden
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Assembly Hall, Mario-themed Library, Multi-purpose Activity Centre, Music Room, Cool Think @ JC Studio, Visual Arts Room, General Studies Laboratory, Chinese Activity Room, English Activity Room, Mathematics Activity Room, Tung-hai Campus TV, Maker Space, and Dream Works.				Accessible lift, Accessible toilet 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				27		Total number of teachers in the school		31			
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%	26%		85%		10%		10%		80%	

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	2	2	2	2	3	13
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	1	2	2	2	2	11
Mode of teaching at different levels	Implementing Small Class Teaching in P.1 to P.6.						
Remarks	Whole School Approach is introduced to cater for students' diverse learning needs and support students' learning and personal development.						

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							No
Diversified Assessment for Learning	We conduct formative assessments and summative assessments. Teachers, parents, students and peers are involved in the on-going assessments. Some special modes are exemplified, such as uploading their works on our school website, creative ways of reporting learning experience by service learning, project learning, group discussion as well as presentations.						
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 are streamed according to academic attainment to narrow differences in student abilities, so that effective learning can take place through proper support. All classes are mixed with students of different 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	7	55 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. Creates a caring and harmonious atmosphere at school. 2. The curriculum integrates environmental gardening and ecological experiences, allowing students to personally participate in sustainable action. From sowing to harvesting, students learn to respect life, cherish resources, cultivate a grateful heart and diligent attitude and practice a lifestyle that balances health and environmental protection. 3. Holds "Parent-Child Sports Day" on Friday.		1. Holds "Environmental Ambassador Programme" to build recycling habits. 2. Promotes student participation in various activities organized by government departments or non-governmental organizations, e.g. Understanding Adolescent Project(UAP), Student Health Service, and Anti-drug Lectures, etc. 3. Regular lessons: World Citizenship Education (WCE), Reading Schemes for the whole school, STEAM, Multiple Intelligence Classes, Personal Growth Education, National flag-raising ceremony and Weekly Assembly.		

Life-wide Learning		P.2
We implement the policy of "Fun with Sports and Arts Activities for all" through multifarious extracurricular activities. For instance, English Drama, Taekwondo, Fencing, Oriental Dance, Violin, Cello, Percussion, Table Tennis, Basketball, Arsenal Football, Volleyball, Golf, Skateboarding, Swimming, Cub Scout, CYC, Native English Teachers' Activity Classes, Martial Arts, String Quartet, Gifted Leaders Training, Junior Broadcasters and Little Angels of Life etc.		
School Mission		
We are committed to provide a holistic education for children and adolescents in Hong Kong, creating an excellent learning environment that allows individuals to realize their potential and become knowledgeable, skilled, independent thinkers who are willing to take responsibility and care about social issues, thus becoming good citizens.		
School Characteristics		
School Management		
School Management Organisation: Our school is under the supervision of TWGHs (Tung Wah Group of Hospitals). There are different administrative boards to oversee the school in areas of Teaching & Learning, Administration and Pastoral Care.		
Incorporated Management Committee / School Management Committee / Management Committee: The IMC has been set up since 2006.		
School Green Policy: "Green Ambassadors" are formed to promote a green and healthy environment. Our students can make a difference by joining school-based regular uniform and paper recycling activities. A large number of plants are planted on campus to optimize the environment. Solar panels that use sunlight as a source of energy has been installed to generate electricity. Our students join different activities to enhance their environmental awareness and knowledge to tackle environmental problems. It is our goal to help students transform these special activities into their daily habits to help our Earth.		
School's Major Concerns: 1. Further promote self-directed learning, cultivate students' good learning habits and strategies, and enhance the effectiveness of teaching and learning. 2. Develop values education, promote a positive school culture, and establish students' active and positive values.		
Learning and Teaching Plan		
Learning & Teaching Strategies: 1. Student-Centered Curriculum Reform and Language Development: The school adopts a student-centered approach to promote curriculum reform. P.1 and 2 use formative assessments instead of exams to reduce pressure, while P.4-6 implement the World Citizen curriculum with integrated IB inquiry elements, fostering independent learning and critical thinking. English is taught by fully foreign teachers in P.1 to P.3, creating a pure immersive environment, with drama and diverse activities realizing "learning by doing." The school also emphasizes biliteracy and trilingualism, combining school-based curriculum with overseas exchanges to expand students' language proficiency and international perspectives, laying the foundation for confident communication and cross-cultural understanding. 2. STEAM Education Through Diverse Learning Experiences: The school promotes STEAM education, project learning and diverse cross-curricular activities, emphasizing hands-on practice and collaborative problem-solving.		
Development of Major Renewed Emphases of the Primary Education Curriculum: According to the curriculum structure and in line with the school situation, school mission, and the growth needs of students at different stages, values educationnational security education, life education, penetrate into different curriculum contents and all-round learning activities inside and outside the classroom, so as to cultivate positive values, attitudes and behaviour of students to achieve whole-person development.		
Development of Generic Skills: Generic skills have been incorporated in the curriculum and practised in classes as well as daily activities.		
Cultivation of Proper Values, Attitudes and Behaviours: 1. Systematic Positive Education for Resilience and Well-being: Through a systematic positive education curriculum, we integrate values into subjects, whole-school assemblies, and class management lessons. Students learn positive thinking through experience, build resilience, and face life's challenges with a positive attitude, becoming future citizens with sound physical and mental health. 2. Enriched School-Based Curriculum and Diverse Experiences: The school provides a rich school-based curriculum and activities, such as violin lessons, swimming, and overseas study trips, allowing students to explore interests and realize their potential. Diverse experiences enhance confidence, promote teamwork and broaden students' horizons.		
Student Support		
Whole School Approach to Catering for Learner Diversity: Adaptation in curriculum can cater for students' learning differences. Different teaching pedagogy and multi-sensory activities are introduced to suit various learning needs. Opportunities for students with different talents are provided. There are the English Ambassador Scheme conducted by NET, various international examinations and other public competitions for the more able students to participate. Whole School Approach is introduced for students with learning difficulties.		
Whole School Approach to Integrated Education: 1. School-based Speech Therapist and School-based Educational Psychologist regularly visit schools to provide early identification, test evaluation, counselling services, teacher training, parent training and support. 2. According to students' differing special educational needs, the school provides various types of counselling classes, homework adjustments, assessment adjustments and Individual Education Plans. 3. The school organizes social skills training groups and peer counselling activities such as, Story Pioneers, Project on 'Whole School Approach to Providing Tiered Support for Students with Autism Spectrum Disorder', Big Hands Holding Little Hands activities, and the Dynamic Growth Path group.		
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; organising activities to create an inclusive learning environment in the school; and hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents of NCS students.		
Curriculum Tailoring and Adaptation: 1. There are no exams for P.1 and P.2 (first term); students' learning performance is assessed through ongoing assessment. 2. Students from P.1 to P.2 participate in the Primary Literacy PLPRW programme for English. 3. English classes for P.1 to P.3 are taught by one local teacher and one NET teacher together. 4. Mathematics is taught using the MATH model, which includes: enhancing learning motivation, integrating real-life contexts, promoting higher-order thinking, and hands-on mathematics activities to improve students' learning effectiveness.		
Home-School Co-operation and School Ethos		
Home-School Co-operation: Promote active participation of parents in Home-school collaboration through IMC, PTA and Parent Leaders' Course.		
School Ethos: 1. Encourage GREEN living, let students experience the process of environmental protection and growing plants. Students understand nature, learn to respect life, cherish and work hard. Through different interdisciplinary green activities, service-learning and planting are combined. The planting harvest is shared with people in the district. Helping students become responsible global citizens, discover and develop personal potential, develop communication, cooperation and problem-solving skills. 2. The curriculum is planned with the principle of "Learn, Live, Teach, and Incorporate", so that students can master positive thinking through positive education courses and experiential activities. Infuse positive education elements into weekly and morning meetings, class management and diverse activities; let students know and practice their personal "character strengths" and positive education concepts, promote positive personal development to meet challenges and move towards a well-being life		
Future Development		
School Development Plan: 1. Further promote self-directed learning, cultivate students' good learning habits and strategies, and enhance the effectiveness of teaching and learning. 2. Develop values education, promote a positive school culture, and establish students' active and positive values.		
Teacher Professional Training & Development: To promote the professional growth of teachers and enhance their professional status, the school arranges year-round teacher training based on the three core elements, including professional competencies; professional values and conduct; and aspiration for self-advancement through self-reflection such as Tung Wah Joint School Teacher Development Day, school-based teacher workshops, workshops of various subject groups, teaching exchange lectures, class observation and sharing, etc., helping teachers to reflect and make progress to achieve self-improvement.		
Others		
Tung Wah Group of Hospitals provide all-round scholarships for students within the academic standing, arts and sports fields. Also, our school has established the Cav Gr Cr, Leo Tung-hai LEE, GBS JP Scholarship to award students with outstanding achievement in language proficiency, sports, aesthetic expressions, performance arts and community services. The school also arranges various outbound exchange activities and encourages students to participate in different international subject assessments to broaden their horizons and challenge themselves.		