



東華三院姚達之紀念小學 (元朗) TWGHs Yiu Dak Chi Memorial Primary School (Yuen Long)

📍 Estate Primary School, Phase I, Tin Shui Estate, Tin Shui Wai, N.T.

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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. Ng Jonathan Yee	Ms. HO YIN NI	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
Tung Wah Group of Hospitals	"Diligence, Frugality, Loyalty and Trustworthiness" as the guiding principle in the moral development of students.	1992	Chinese	Nanny van	About 5000 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		Action School	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$20	\$300	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	The school has a farmland for students to try organic planting. The Positive Paradise on the covered playground for students' activities.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Inno Space, Immersive Classroom, Creative Centre, Board Game Room, School Campus TV, Student's Activity Room, Library, Music Room, Art room, Conference Room, Archive Room, English Room, Positive Paradise.				Ramp, Accessible lift and Accessible toilet.

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

Number of teaching posts in the approved establishment			29	Total number of teachers in the school		40
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
90%	75%	25%	36%	15%	25%	60%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	1	1	2	3	2	4	13
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	1	1	1	2	3	2	10
Mode of teaching at different levels	Our school implements small-class teaching and, starting from Primary 2, establishes one Mathematics group taught in English. Native-speaking English Teachers (NETs) are employed in our school to enhance students' English learning.							
Remarks	For music lessons, Primary 1 to Primary 3 pupils have one lesson per week for percussion. The lessons are co-taught by subject teachers and professional instructors.							

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		2	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	To promote pupils' reading strategies through learning in language subjects. We have formative assessments in Chinese, English, Mathematics, Humanities, Science and General studies throughout the year. We designed project learning and STEAM curriculum in different levels. News reports, extensive reading,						
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	Our school implements small-class teaching and, starting from Primary 2, establishes one Mathematics group taught in English. Classes are arranged based on the average number of students and their academic performance						

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	30 mins	8:05 AM	3:15 PM	12:55 PM - 1:55 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	We join "Active Students, Active People" MVPA60 Award Scheme. We have carried out a variety of health-promoting initiatives. We also join "Chest Straighten Up School Campaign" which promotes the importance of retaining the health of vertebral and the spinal care.		We have morning assembly and Moral Education to foster Personal Growth of pupils. We design "Class Meeting" in order to promote Positive Education. We organize diversified activities for students, especially the musical instruments classes.		

Wind Band, Percussion Band, Flag-raising Team, STEM Course, Drone, Football Team, Rugby Team, Taekwondo, Martial art class, Lion Dance, English Drama, YLE Cambridge English class, Public Speaking class, School Choir, Cub Scout, Brownies, Chinese Dance, Street Dance, Swimming, Drawing class for Kids and Board Games, Sport Stacking.

School Mission

Our mission is to provide comprehensive and multifarious services to children and young people to enable them to exert their full potentialities and, eventually, to serve the community. We are committed to achieving an all-round development in our young generation through the provision of a congenial learning environment, and nurturing them to become good citizens. We firmly believe in the school motto: "Diligence, Frugality, Loyalty and Faithfulness" as the guiding principle in the moral and intellectual development of our children and young people.

School Characteristics

School Management

School Management Organisation:

There are different admin boards such as School Development Team, Curriculum Development Team, Academic Affairs, Discipline and Student Support Team, IT Support Team, Positive Education Team, Students Activity and Students' Affairs Team to oversee the school in Teaching & Learning, Administration and Pastoral Care.

Incorporated Management Committee / School Management Committee / Management Committee:

The IMC was founded in 2006. Council members include representatives of school sponsoring bodies, principals, teachers, parents and independents. The IMC Incorporated Management facilitates the promotion of sustainable development of the school and to enhance the transparency and accountability of school management.

School Green Policy:

Promote environmental awareness on campus, participate in relevant activities and beautify the campus environment.

School's Major Concerns:

- 1. Inspire students' learning motivation, cater for students' diversity, guide students to become enthusiastic learners.
- 2. Unleash students' potential, create spaces for students to showcase their talents.
- 3. Focus on values education, sustain a positive campus culture, cultivate students' patriotism and correct values.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. Use of "e-learning", BYOD and multiple teaching strategies to accommodate individual students with learning differences.
- 2. "BBL" as a teaching strategy enhances classroom interaction and is student-centered.
- 3. Develop cross-curricular reading, improve students' reading interest and higher-order thinking ability, and promote self-directed learning.
- 4. Adopt a whole-school participation model, develop and optimize school-based curriculum in different learning areas and increase the experience of learning in English.
- 5. One of the P.2 mathematics classes is used English as the medium instruction.
- 6. Continue to develop "interactive e-classrooms", combining the advantages of electronic interactive touch screens, e-learning platforms and tablet to enrich the knowledge explored by students.
- 7. School-based courses to promote STEAM education which cultivate students' creativity, collaboration and problem-solving skills.

Development of Major Renewed Emphases of the Primary Education Curriculum:

The learning projects focus on the integration of different subjects which enhance the life-wide learning experiences and promoting whole-person development; better catering for learner diversity. To strengthen the cross-curricular learning and reading across the curriculum for developing lifelong learning capabilities.

Development of Generic Skills:

Implement the "Life-wide learning activities" which arouse students' learning motivation and enhance their generic skills. Organize study tours, use mobile learning devices to cooperate with wireless networks to conduct thematic learning.

Cultivation of Proper Values, Attitudes and Behaviours:

Developed a positive environment to promote students to establish positive interpersonal relationships with the Moral Education lessons. Enhance the positive and caring culture in the campus through appreciation and acceptance of themselves and others.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1. Implement the 'One Student, One Sport/Art Programme', under which every student is required to participate in at least one sports or arts interest group. Each group offers a variety of courses during after-school sessions and Multiple Intelligence lessons, and organises activities such as school-based competitions, fun days, art exhibitions or performances to help students develop their potential.
- 2. Implement the "after-school tutoring programme" to enhance the learning of students.
- 3. Implement "Enhanced School-based Speech Therapy Service" and "School-based Educational Psychology Service", with speech therapists and educational psychologists on campus to offer support and therapy for students with speech disorders and learning difficulties.

Whole School Approach to Integrated Education:

Creates an inclusive and caring learning environment to cater for the needs of all students. The Student Support Team arranges curriculum accommodation, collaborative lesson planning for students in need. Implement and evaluate IEPs for students with special educational needs. Utilizing screening tools for early identification of students with learning or adaptation difficulties and support needs, arranging teaching adaptation and assessment accommodation, and promoting diversified teaching approaches.

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. Providing Chinese and English translation devices such as electronic reading pens for NCS students to encourage they use of Chinese. NCS students are exempt from Chinese subject exams, replacing tests with progressive assessment to make teaching and evaluation aligned with needs.

Curriculum Tailoring and Adaptation:

Put afford to the adaptation of P.1 students and there are different activities provided for them, such as Bridging Course, 'Big Brother & Big Sister' programme to adapt to new learning environment and enjoy their school lives. In accordance with the curriculum, all levels keep on reforming the learning objectives and to design school-based curriculum for lower levels primary students. Our school also designed "Self-directed Learning Booklet" with the use of Electronic Reading Pen for P.1 to P.3 students to help bridging between kindergarten and primary. We developed school-based "Phonetic course" for Primary 1 students, so that they can master the reading skills and enhance the learning of second language.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Our school has established the PTA to strengthen connection and relationship with parents. We organize "Super PaMa" to provide diversified learning programmes to strengthen parent education. To help children adapt to the new environment and learning mode. Parents are advised to find out children's feelings and learning needs and provide them with encouragement and support. In addition, our school participates in the "School-based After School Care Service Scheme (Expanded Programme)," focusing on supporting underprivileged families. The school provides a venue for primary school students in need to stay after school, receiving care and learning support in a safe and familiar environment, allowing parents to choose to work and improve their livelihoods.

School Ethos:

Promote Positive Education which encourages delivering positivity at school. We organize Moral Education, morning meeting, and school-based counseling activities, so as to create a positive school culture. We encourage students to face difficulties with a positive attitude. Implementation of "Classroom Charter" which help students follow classroom routines. We launched "Dual class teachers" in order to reinforce students' care. Parents' workshops or seminars which focus the development and needs of their children.

Future Development

School Development Plan:

- 1. Continuously optimize teaching strategies and make use of project learning to enhance students' ability of the self-directed learning.
- 2. Enrich the English learning environment and variety of activities to enhance the learning of English.
- 3. Strengthen the development of e-learning platform and encourage the use of tablet (BYOD) to motivate students' learning attitude, the willingness to explore and the independent study of scientific inquiry.
- 4. Invite City University of Hong Kong Positive Education Laboratory to provide teacher training in order to develop school based curriculum. It aims to help the development of students' positive emotions and facilitate students to encounter their stress and challenges.
- 5. The implementation of Board Game activities in subjects to enrich students' generic ability.

Teacher Professional Training & Development:

- 1. Encourage teachers to participate in school-based and EDB workshops in different subjects.
- 2. Provide teacher training and workshops to reinforce teachers' confidence of launching positive education activities at school.
- 3. Introduce the support of universities and professional teams to strengthen teachers' skills in designing school-based curriculum.

Others

Our school provides students with diverse learning experiences. Student teams and school squads—such as board games, sports, and music groups—have travelled to places including Xi'an, Japan, Taiwan, and Australia for exchange activities, broadening their global perspectives. Students also participate actively in inter-school events and competitions, with opportunities to visit Japan, South Korea, and Malaysia for performances and cultural exchanges, showcasing their achievements and teamwork.