



八鄉中心小學

Pat Heung Central Primary School

199 Lin Fa Tei, Kam Tin Pat Heung, Yuen Long, New Territories.

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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. Lai Wai Hung	Mr. Tang Kang 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					23%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Tung Yick Tong	Diligence, Honesty, Politeness, Love	2003	Chinese & English	Nanny van	About 7200 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
					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
-	-	\$40	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
13	2	-	1	Our new annex, which is an eco-friendly and student-centered design, is well-equipped with innovative teaching facilities to promote learning.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Innovative Hub, Music Room, Art Room and 'Comfort' Zone.				Ramp, Accessible toilet, Braille and tactile floor plan, Tactile guide path, Accessible public information / service counter and Visual fire alarm system.

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		34
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
88%	100%	59%	32%	18%	38%	44%

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	3	2	2	2	2	13
Mode of teaching at different levels	Our students come from different cultural and linguistic backgrounds. In order to cater for their diverse learning needs, co-teaching is implemented. Various activities are designed to enhance their learning and enrich their learning experience. The Responsive Classroom approach, originated in the USA, is applied to enhance students' engagement and to promote a supportive and harmonious campus.						
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
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Diversified Assessment for Learning	We adopt different modes of assessments like projects and presentations. Formative assessments are carried out regularly. Summative assessments are conducted three times a year. (No summative assessments for P.1). The assessments focus not only on students' academic performance but also their generic skills, values and attitudes.						
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	Chinese students and non-Chinese students learn in the same class except for the language classes in order to promote a rich language environment. P.1-P.6 students are divided into different Chinese learning groups according to their linguistic backgrounds and learning needs						

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	8:45 AM	4:30 PM	12:15 PM - 1:15 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Our natural green campus provides students with a healthy learning environment. Stretch Zone and PERMA Land (i.e. Sand Pit, Sensory Garden, Finland Molkky and Tree House) promote positive health. Gratitude sharing and mindfulness activities are held regularly to cultivate students with positive values and emotion towards life.		We have integrated positive education into our daily teaching and students' school life for years. It is hoped that through positive education, students can maximize their strengths to enhance their visible well-being.		

Life-wide Learning

Little Chefs, Lego, Fun Fun Chinese, Positive Sports, STEM, Aquaponics and Hydroponics Planting, Animal Ambassadors, Board Game Party, Table-tennis, Cub Scout, Basketball, Finland Mõlkky, Cats Society, Pottery, Crochet, Percussion, 3D-Modeling, Cantonese Opera, Chinese Dance and annual Life-Wide Learning Week.

School Mission

We believe that students have their own talents/needs. We aim at helping them become confident self-directed learners. Through a multi-cultural and positive learning environment, students learn cheerfully and harmoniously.

School Characteristics

School Management

School Management Organisation:

19 administrative and teaching groups.

Incorporated Management Committee / School Management Committee / Management Committee:

IMC comes from different management boards such as rural committee, professionals, teachers and parents.

School Green Policy:

We received HK Green School Award (Gold Award) and HK Awards for Environmental Excellence (Silver & Bronze Awards). We are the first primary school that adopts GREENPLUS Console to record electric energy consumption and carbon emissions. We also joined CLP Renewable Energy Feed-in Tariff scheme. We have built a smart green house for hydroponics.

School's Major Concerns:

We believe that Positive Education flourishes our lives. We live it, embed it and embrace it. We strive to help students develop their full potential. School is the second home for our teachers, students and parents. We live, learn and laugh together in order to bring our students a wholesome childhood.

Learning and Teaching Plan

Learning & Teaching Strategies:

Co-teaching is implemented in the main subjects. Various activities are used to enhance learning. To cater for NCS students' diverse learning needs and enhance their learning interests, we utilize picture books and theme-based learning activities. Space Town, Keys2 and DTS are implemented in the English curriculum to enhance students' reading and writing competence.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Our school focuses on creating a caring campus and providing a pleasant learning environment. With the renewal of the primary education curriculum, we will continue to strengthen the implementation of values education (including life education, and national security education), optimize overall curriculum planning, and strengthen STEAM education. We continue to provide students with diverse, relevant and meaningful learning experiences (life-wide learning) in order to broaden their learning foundation and horizons, and nurture them to become active and independent lifelong learners.

Development of Generic Skills:

Generic skills are integrated into the curriculum and extra-curricular activities. Activities are held during lessons to encourage students to use the skills. Students' linguistic development is our major concern as language is vital for communication. Both English and Chinese are our media of instruction. We have implemented a Life-Wide Learning Week to help students develop their generic skills. Additionally, through encouraging students to apply a growth mindset, different character strengths and learning skills, their learning effectiveness is continuously enhanced.

Cultivation of Proper Values, Attitudes and Behaviours:

We have implemented our school-based Positive Education program (Flourish Express) to help students engage in the five major elements in Positive Education, i.e. Positive Emotions, Engagement, Relationships, Meaning and Accomplishment. Through various learning activities, students are encouraged to utilize different character strengths and strategies to help them solve problems in their daily lives and learning. We hope that Positive Education can help to equip students with strengths to tackle the challenges in the future.

Student Support

Whole School Approach to Catering for Learner Diversity:

The school has established a student support team that includes our curriculum development officer, social worker, class teachers, subject teachers and teaching assistants. External support includes school-based educational psychologist, school-based speech therapist, and support staff from the EDB. We actively promote the whole school approach of support plan. We are keen on creating a compatible and caring culture to cater for students' diverse learning needs and provide students with appropriate learning support services. Each class has a dual-class teacher system to provide appropriate care for students.

Whole School Approach to Integrated Education:

We make good use of the additional resources allocated by the EDB including Learning Support Grant, Enhanced School-based Speech Therapy Service and School-based educational psychology Services to provide students with the following support according to their learning needs: small group teaching, collaborative teaching, withdrawal teaching, after-school subject counseling, Individual Education Plans, literacy training, concentration training, sensory integration training, social group training, speech therapy training, etc. With the existing support, we hope to enhance students' self-confidence and social skills while taking into account the development of multiple intelligence.

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:

We implement group teaching and collaborative teaching to optimize the school-based curriculum to assist students with diverse learning needs. Teachers set support directions and review progress for students with learning difficulties and special educational needs in stages, provide students with curriculum, coursework and assessment adjustments, record the learning results through classroom observations, and report to parents on time. Our Student Learning Support Group establishes individual learning files and implements individual learning plans for students to cater for their learning differences.

Home-School Co-operation and School Ethos

Home-School Co-operation:

We hold three Parents' Days every year to discuss about students' academic performance as well as their development of generic skills and attitudes. Our PTA organizes a wide range of activities to enhance communication between parents and the school. We have parent workshops to equip our parents with knowledge and skills in providing their children with appropriate support at home. Chinese learning materials and English reading aloud tasks are equipped with QR codes to encourage parents to learn Chinese and English with their children during their leisure time.

School Ethos:

We are highly involved with students' studies, their mental and psychological development. We make good use of our natural green environment to promote environmental protection and life education. Therefore, we established a cat group and Animal Ambassadors. To flourish students' childhood, we implement Positive Education and integrate it into our curriculum and school life.

Future Development

School Development Plan:

We have carried out Positive Education since 2016 because we believe that Positive Education helps to flourish our teachers and students' lives. The promotion of Positive Education is a life-long process. We will continue to develop our school-based Positive Education program.

Teacher Professional Training & Development:

To enhance teachers' professional development, we hold regular co-planning, co-teaching and peer observation sessions with representatives from local universities and the Education Bureau to tailor-make our school-based curriculum and learning materials. We arrange teacher training and development workshops each year according to the teachers' needs and strengths.

Others

Academic scholarships for the three main subjects, Orchestra Group and Cambridge English Test Sponsorship Scheme.