通德學校
Tung Tak School
Shing Mun San Tsuen, Kam Tin, Yuen Long, N.T.
24761101 tungtak@ttsch.edu.hk
24747045 http://www.ttsch.edu.hk

74
POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. CHENG SHU MING, JP	Principal Ngan Hoi Ming	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					100%

Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Tung Tak School	Loyalty, Love, Diligence and Thrift	1954	Chinese	School Bus	About 4500 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
-	-	$50	$300 (Fees for Specific Purposes)	$30 (Replacement of Student Card)

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
6	2	1	1	Our colourful campus has a quadrangle with a garden. The Bus Library promotes reading interest. New multi-purpose rooms accommodate various classes.

Special Room(s)	Facility(ies) for Supporting Students with Special Educational Needs
9 in total (a STEAM room, a language room, a music room, a Visual Arts room, a multi-purpose room, a counselling room, and two karaoke rooms)	Ramp, 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	16	Total number of teachers in the school	22

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
82%	100%	27%	67%	27%	18%	55%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	1	1	1	1	1	1	6
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	1	1	1	1	1	1	6

Mode of teaching at different levels	Being inspired by Finnish education, we advocate experiential learning. We specially designed the 'Forest Course' to equip students with problem-solving skills in nature. Curriculum integration and project learning are conducted. With only one class in each grade, students can actively participate in class and interact with others. The NET carries out activities to improve their English ability.
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	There are three exams throughout the academic year (P.2-P.6) (Instead of exams, diversified assessments will be introduced for P.1 students). Performance in the major subjects is assessed through formative assessment. We also conduct classroom observations, questionnaire analysis, field trips, project learning activities, practical assessments, etc., to enhance students' learning effectiveness.
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	Small group instruction is implemented in Chinese and English (P.1-P.3). Students are grouped based on their abilities. International English classes are run in P.1-P.3 by the NET. The English-taught Maths courses (P.4-P.6) are offered to cater for students' 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	10	30 mins	8:00 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. Healthy Diet: Vegetarian choices are provided at lunch. Vegetables are provided in each lunch box, and fruits are provided by the supplier once a week. 2. Mental Health: Provide parents, teachers and students with positive education seminars. 3. Promote MVPA60 to foster a more conducive environment for physical activity, providing opportunities for sufficient physical activity, and helping students develop active and healthy lifestyles.	Sports: We participate in the 'School Sports Programme' and set up special sports training sessions at all grades, which are taught by external professional coaches, to enhance students' knowledge and skills in different sports, including Kung Fu, roller skating, unicycling, swimming, and dodgebee.

Life-wide Learning

1. Activities: Forest Course, arts, sports, musical instrument classes, dancing, skateboarding, drone, and Cub Scouts
2. After-school activities: emerging sports, football, IMO, English drama, and violin class
3. Saturday activities: aesthetic and physical activities, baking, literacy class, science exploration
4. Others: Forest Week, study tours, reptile keeping, cycling, canoeing, and adventure ship

School Mission

We adhere to a rigorous attitude towards running schools and strive to nourish students. We are rated highly for our purity and simplicity. Besides teaching students knowledge, we focus on the cultivation of moral character. With the school discipline, we hope that students develop the correct values and contribute to society in future.

School Characteristics

School Management

School Management Organisation:
Under the leadership of the Incorporated Management Committee and the principal, the school administration framework is divided into four departments: school-based management, learning and teaching, school ethos and student support, and extra-curricular activities. Each department is led by a head of the department.

Incorporated Management Committee / School Management Committee / Management Committee:
The Incorporated Management Committee of Tung Tak School was established in September 2008.

School Green Policy:
1. We use air-conditioners with a Grade 1 Energy Label and compact fluorescent lamps.
2. We hold two-week-long environment-related activities every school term to raise students' environmental awareness.
3. We formulate various 'green' guidelines, such as saving electricity, paper and water, waste separation, and recycling old school uniforms and books.
4. The environmental protection theme book fair allows students to go green happily.

School's Major Concerns:
Our first major concern is to 'establish moral values and nurture positive values in students'. We promote positive culture and gratitude through different activities, such as 'Grateful Moment' and counselling activities. At the same time, we focus on student learning and strengthen learning activities both inside and outside the classroom to create diversified learning experiences and enhance value education.

Learning and Teaching Plan

Learning & Teaching Strategies:
We develop quality school-based curriculum and focus on experiential learning, promoting life-wide learning, curriculum integration and cross-subject projects to enrich students' learning experience. Students learn by doing. The Forest Course helps students face challenges in nature and build their resilience. Teachers equip students with higher-order thinking skills. Remedial classes are conducted after school. Various kinds of training are arranged to help students realise their potential and meet their needs. We run International English programs in KS1 and hire extra NETs to boost students' reading, writing, listening and speaking skills. Overseas study tours are arranged to broaden students' horizons.

Development of Major Renewed Emphases of the Primary Education Curriculum:
Our school makes good use of lesson time to create space, adopts formal classroom teaching in the morning, and provides homework guidance and different forms of learning activities in the afternoon to enrich students' learning experience and promote whole-person development; all key renewal and development projects are systematically integrated into teaching, such as school-based Forest Course, all-round learning experience, moral teaching, information literacy knowledge and STEAM education. Learning experiences inside and outside the classroom are combined, and they are naturally connected with various subjects. Book bags are provided to promote reading interest. Furthermore, to meet the needs of students with different aptitudes, our school has also vigorously improved the school environment. In addition to the existing STEAM teaching facilities, roller skating, skateboard rinks, and bicycle facilities are also set up to meet the different needs of students.

Development of Generic Skills:
Through designing quality classes and activities such as project learning, curriculum integration, life-wide learning day, service learning day, multiple intelligence programmes, and Forest Course, etc., students' life-wide skills are developed. We also adopt activity approach and use information technology to cultivate their problem-solving, collaborative and higher-order thinking skills.

Cultivation of Proper Values, Attitudes and Behaviours:
With reference to the guidelines of the EDB, our school is committed to developing students' values and attitudes to cope with the challenges and trials of life in the future. Through the e-Award scheme, we encourage students to practise good behaviours and develop good character. Weekly assemblies, life education lessons, and class teacher time are held to help students develop positive values through interesting activities. Positive values are also systematically infiltrated into lessons and activities. Teachers and students work together to create a positive atmosphere.

Student Support

Whole School Approach to Catering for Learner Diversity:
1. We utilize the 'Early Identification and Intervention Programme' for P.1 Students with Learning Difficulties, such as the use of visual cues. 2. Summer adaptation activities are arranged to help students make transitions smoothly from kindergarten to P.1. 3. Worksheets with different levels are designed and remedial classes are offered to students in need in Chinese, English, and Maths. 4. We arrange after-school homework tutorials, remedial classes of the core subjects and learning groups for students.

Whole School Approach to Integrated Education:
1. We design tailor-made curricula and assessments for students with professional reports of Special Educational Needs (SEN). 2. Besides written assessments, we make use of diversified assessments. 3. School-based Educational Psychology Service is offered. 4. Enhanced School-based Speech Therapy Service is offered. 5. We set up groups to enhance students' social skills and boost their concentration and literacy. 6. We form reading groups to enhance students' reading skills.

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. Special grouping classes are arranged for P.1-P.3 students, and students are arranged to study according to their Chinese proficiency.

Curriculum Tailoring and Adaptation:
1. We promote high-quality teaching by conducting the Integrated 'Read & Write' programme in P.1-P.3 Chinese lessons. We provide the International Stream English program (P.1-P.3), which are taught by our NET teachers. 2. Saturday Chinese remedial classes are provided to NCS students.

Home-School Co-operation and School Ethos

Home-School Co-operation:
1. Parent-child activities are held regularly. 2. The opinion of parents is collected and reflected by the PTA. 3. Our school is monitored by the Parent Managers who advise the school. 4. Parent education is provided. Personal growth problems of students can be solved by parents in collaboration with teachers. 5. We engage in the improvement of lunchboxes served to students. 6. We handle students' issues through collaboration with parents.

School Ethos:
Our school is rated highly for its positive school ethos. We implement a school-based counselling programme, aiming at nurturing our students to be positive thinkers with good character. With the spirit of 'Positive Mind, Positive Vibes, Positive Life', we cultivate empathy and gratitude in students. Teachers, parents and students are boned well. We collaborate with parents to improve the teaching approaches and hold events to create harmony.

Future Development

School Development Plan:
1. Establish moral values and cultivate positive values in students: a. Enhance teachers' professionalism, build a team of teachers with a positive growth mindset, and consolidate a culture of appreciation and sharing. b. Cultivate students' positive values and attitudes through a full range of activities and formal and non-formal curriculum. c. Strengthen parent education and enhance parents' understanding and practice of positive values education, so as to promote good parent-child relationships.
2. Create diversified learning experiences centred on student learning to enhance value education: a. Make good use of learning time and create space to enrich personal learning experiences. b. Enhance the reading atmosphere and develop lifelong learning skills.

Teacher Professional Training & Development:
We establish a structured professional learning community to enhance the effectiveness of teaching and learning. English teachers engage in the English Drama scheme and the NET Scheme in Primary Schools. Subject teachers engage in the EDB support programs to develop school-based learning activities, while VA teachers implement the 'Love Enlightenment' program in collaboration with the Sun Culture Fund. The systematic school-based professional development for teachers is arranged, which creates a professional atmosphere.

Others

1.We organize at least one mainland and one overseas study tour every year to enable students to broaden their horizons.
2. We keep geckos, lizards, beetles, and turtles for life education.
3. Forest Week is held to broaden students' horizons and strengthen their resilience.
4. We actively participated in external competitions and won the following awards:
   - The 77th Hong Kong Schools Speech Festival: 2nd Runner-up, Solo English Verse Speaking, P6 Boys
   - Yuen Long and Tuen Mun Inter-school Dance Competition: Silver medal
   - Jockey Club Student Drawing Competition: 3rd place in Junior Section in Primary School
   - Yuen Long District Athletics Meet: 3rd place in the 4x100m relay (ME Group)