



順德聯誼總會伍冕端小學
S.T.F.A. Wu Mien Tuen Primary School

Tin Heng Estate, Tin Shui Wai, Yuen Long, N.T.

31570630

31570629

stfawmtps@eservices.hkedcity.net

http://www.stfawmtps.edu.hk

72

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Leung Shu Yin William	Ms. Ip Man Ting	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					56%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Shun Tak Fraternal Association	Erudition, Propriety, Commitment and Honesty.	2001	Chinese	School Bus	About 12580 Sq. M
Through-train Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
S.T.F.A. Yung Yau College					
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	3	1	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
English Rooms, Computer Room, CoolThink@JC STUDIO, Dancing Room, Music Rooms, Visual Art Room, Play Room, Room for String Orchestra, Broadcasting Room, MusicLab, Remedial Teaching Room, Student Guidance Room, Student Activity Room.				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				55	Total number of teachers in the school		60
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	
93%	100%	53%	58%	25%	7%	68%	

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	5	5	5	5	5	30
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	5	5	5	5	5	30
Mode of teaching at different levels	Small-class teaching, P.1 - P.3 PLP-RW Lessons and P.4-6 Reading Lessons.						
Remarks	Language teaching and learning are emphasized.						

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	Project Learning, Assessments for Learning, Reading Schemes, Formative and Summative Assessments, Practical Assessments.				
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	Balanced arrangement.				

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	8:15 AM	3:40 PM	12:35 PM - 1:40 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	'Fruit Day', 'Games Day', 'Whole School Exercise', etc.		School cycle.		

Life-wide Learning

Extra-curricular activities and co-curricular activities

School Mission

Our school is dedicated to providing an all-round education to enable our students to achieve a balanced development in all areas: moral, intellectual, physical, social and aesthetic.

School Characteristics**School Management****School Management Organisation:**

School-based Management.

Incorporated Management Committee / School Management Committee / Management Committee:

Incorporated Management Committee was established in 2006.

School Green Policy:

1. Establish water-saving guidelines and install automatic sensor faucets.
2. Set air-conditioning usage guidelines for classrooms for energy conservation and carbon reduction education.
3. Encourage teachers and students to reuse waste paper and recycle regularly to practice eco-friendly living.
4. Implement on-site meal portioning during lunch, with students bringing their own utensils to foster environmental awareness.
5. Integrate environmental education into the curriculum, organize activities and competitions for energy conservation education.

School's Major Concerns:

(2025-2027)

1. Cultivate students' reading ability and interest.
2. Promote students' physical and mental health.

Learning and Teaching Plan**Learning & Teaching Strategies:**

1. Implement a kindergarten-to-primary transition curriculum to ease students' adaptation.
2. Use contextual learning to boost English and Mandarin skills; offer Japanese for Primary 6 and multiple intelligence foreign language courses to encourage third-language learning.
3. For lower primary, combine PLP-RW with Alphie's Lagoon Phonics, supported by EEGS; for upper primary, introduce NET reading classes; grouped English learning in Primary 5 and 6 addresses diverse needs.
4. Conduct holistic and thematic learning activities to foster skill demonstration through engagement.
5. Promote National and Values Education and Cross-curricular Reading, focusing on students' physical and mental well-being.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Following the "Seven Learning Goals of Primary Education" of the EDB. Cultivate a sense of belonging and national identity towards our country through national affairs education, national education and national security education;

Development of Generic Skills:

Project Learning, Exchange Programme.

Cultivation of Proper Values, Attitudes and Behaviours:

Implementing moral and national education, child development course, learning visits, school-based activities.

Student Support**Whole School Approach to Catering for Learner Diversity:**

Bridging courses for primary 1 and primary 6 students, Pre-S.1 information days for primary 5 and primary 6 students, Induction programme for newly secondary 1 students (conducted by through-train secondary school), After-school tutorial groups, After-school self-study groups, After-school remedial classes, Top-notch courses and Enrichment programmes.

Whole School Approach to Integrated Education:

Our student support team, with the school-based speech therapist and the school-based educational psychologist as the core members, provides school-based speech therapy and school-based educational psychology service, arranges assessments, accommodations, "Catering for Learner differences" classes and group trainings, and implements "Early Identification and Intervention Programme for P1 Students with Learning Difficulties for students.

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. Non-Chinese Speaking (NCS) students must learn the mainstream Chinese Language Curriculum. All NCS students must finish the homework and sit for assessments of the mainstream Chinese Language Curriculum. All applications of leaves other than school holidays are handled according to the School's and Education Bureau's policy of absenteeism.

Curriculum Tailoring and Adaptation:

School-based Learning and Reading Programs.

Home-School Co-operation and School Ethos**Home-School Co-operation:**

Parent-Teacher Association, Parents' Day.

School Ethos:

Life Education.

Future Development**School Development Plan:**

To optimize "Learning and Teaching" and "Student Support and School Ethos" domains.

Teacher Professional Training & Development:

Staff Development Days.

Others

English Camp, Wu Mien Tuen Scholarship.