十八鄉鄉事委員會公益社小學
Shap Pat Heung Rural Committee Kung Yik She 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. Wong Kim Hung	Mr. Yiu Chung Man Edmond	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
Shap Pat Heung Rural Committee School Limited	Be knowledgeable and tenacious of purpose	2002	Chinese & English	Nanny van	About 5300 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	Charges for Non-standard Items will be collected in 2 instalments, at $225 each, for student-related expenses.	Replacement of student card $12

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	4	1	1	Millennium-designed school campus with 30 classrooms, 2 standard basketball courts and 1 farmland.

Special Room(s)	Facility(ies) for Supporting Students with Special Educational Needs
Campus TV, Library, The Link(Learning Corridor), Chinese Room, English Room, Mathematics Room, Biotechnology Lab, Music Room, Computer Room, Visual Arts Room and Multi-function Rooms.	Accessible lift, Accessible toilet, Tactile guide path and Accessible Handrails.

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

Number of teaching posts in the approved establishment	56	Total number of teachers in the school	62

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%	98%	31%	53%	37%	18%	45%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	5	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	5	30

Mode of teaching at different levels	All classes adopt small-class teaching, integrating diversified and experiential learning to create an interactive and stimulating environment. Through inquiry, collaboration and hands-on experiences, students connect learning with real-life contexts, deepen understanding, and develop thinking, problem-solving skills, motivation and confidence.
Remarks	-

Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	3	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	The school conducts 3 examinations each year, with some subjects assessed separately to reduce pressure. Diversified assessments, including Mathematics oral and General Studies practical assessments, are adopted. No written examinations are arranged for P1 students in the first term. The Student Holistic Development Record records students' overall performance.				
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	P1 to P3 adopt mixed-ability class allocation; P4 to P6 are arranged according to students' language proficiency to cater for diverse 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	8	40 mins	7:55 AM	3:05 PM	12:45 PM - 1:40 PM

Lunch arrangement	Healthy school life	Remarks
Provided by designated supplier and arranged by parents.	To implement the school-based "Active and Healthy School Policy", the school makes use of lesson and non-lesson time to promote physical activity. Measures include the "Move at Recess" initiative and sports activities during Co-Curricular Activities and after school, aiming to meet the WHO's MVPA60 benchmark. The "SmartFit" AI Fitness Corner records and analyses students' exercise data.	The school promotes whole-person development through diverse and experiential learning experiences. Overseas exchange and study programmes broaden students' global perspectives, while camps foster independence and teamwork. A wide range of co-curricular activities and after-school training enables students to develop strengths, build confidence and explore potential. Through these experiences, students cultivate positive values and demonstrate the qualities of The Leaders of Tomorrow.

Life-wide Learning

The school is committed to providing life-wide learning experiences that support students' all-round development. Through a diverse curriculum, students build strong foundations in sports and the arts, while reading programmes strengthen literacy and language skills. Performing arts activities foster creativity and confidence. A wide range of team training and enrichment activities also encourages students to explore their potential. The Annual School Showcase allows students to present achievements, consolidate learning through practice and build confidence.

School Mission

Upholding the sponsoring body's student-centred philosophy, the school is committed to promoting whole-person development and nurturing positive values and character. Through diverse learning experiences and holistic education, students achieve balanced growth in academic, moral and physical domains, while developing responsibility, resilience and a caring attitude, demonstrating the qualities of The Leaders of Tomorrow.

School Characteristics

School Management

School Management Organisation:
Under the governance of the IMC, the school's development direction is strategically planned and implemented. Under the leadership of the Principal, Vice Principals and members of the Administrative Committee coordinate planning and oversight, leading the teaching team to implement school initiatives effectively. Through clear strategies, data-informed planning and a collaborative professional culture, the school promotes continuous improvement, enhances educational quality and supports students' whole-person development.

Incorporated Management Committee / School Management Committee / Management Committee:
The Incorporated Management Committee (IMC) comprises representatives of the sponsoring body, the Principal, teachers, parents, alumni and independent members. Upholding a student-centred philosophy, members work collaboratively to guide school development. Through broad participation and professional input, the IMC strengthens governance, promotes continuous improvement and supports the school's vision of whole-person education.

School Green Policy:
The school upholds an environmental philosophy and actively promotes a green campus, creating a healthy and sustainable learning environment. A signature bougainvillea corridor enriches the campus with natural beauty and allows students to appreciate greenery in daily school life, fostering a closer connection with nature. Through environmental education and daily exposure, students develop environmental awareness, learn to cherish resources and cultivate a caring attitude towards the environment.

School's Major Concerns:
(1) Enhancing Students' Self-Directed Learning Skills Through Experiential Learning.
(2) Promoting students' health literacy.

Learning and Teaching Plan

Learning & Teaching Strategies:
The school implements a school-based reading curriculum in both Chinese and English, using quality texts and diverse reading materials to strengthen reading comprehension and broaden learning experiences. In Mathematics, students explain reasoning and problem-solving processes to develop logical thinking and deepen conceptual understanding. STEM education is promoted through scientific inquiry and technology application, enhancing creativity and problem-solving skills. Experiential learning beyond the classroom enables students to construct knowledge in authentic contexts. Guided by a "learning through talk" approach, classroom dialogue fosters thinking, expression and self-directed learning.

Development of Major Renewed Emphases of the Primary Education Curriculum:
The school adopts a split-day timetable, with academic learning in the morning and life-wide learning and values education in the afternoon, promoting balanced development in knowledge, character and wellbeing. Cross-curricular programmes, including Curriculum Integration Week, Multicultural Day and Chinese Culture Day, broaden students' learning experiences. The school also develops school-based signature programmes, including a Biotechnology curriculum with a dedicated laboratory and a Campus Anchoring programme, providing authentic contexts for communication and presentation. Through diversified experiential learning, students develop perseverance, responsibility, confidence and self-directed learning abilities.

Development of Generic Skills:
The school develops students' generic skills through the "Leader of Tomorrow" framework, integrating a learning-through-talk approach with curriculum design that connects knowledge and practice. Students take up authentic roles such as class representatives, prefects, campus TV members, library assistants and team captains, gaining practical experience to develop leadership capacity. Through school teams, co-curricular activities and the leadership certification programme, students strengthen communication, collaboration, problem-solving, creativity and leadership qualities.

Cultivation of Proper Values, Attitudes and Behaviours:
The school promotes positive values and behaviour through its moral education curriculum, integrating social-emotional learning and career planning elements. Values education is embedded across daily learning and reinforced through assemblies, cross-curricular activities and whole-school programmes. Experiential activities, including Outward Bound training, sea-based adventure, camps, Chinese Culture Day, Mainland study tours and sister school exchanges, deepen students' understanding of the nation, strengthen national identity and support the internalisation of positive values.

Student Support

Whole School Approach to Catering for Learner Diversity:
The school adopts a whole-school approach to cater for learner diversity while maintaining a strong focus on academic development. Through diversified teaching and assessment strategies, students' learning effectiveness is enhanced. Classroom learning, co-curricular activities and school teams provide opportunities for students of different abilities to develop strengths, build confidence and achieve holistic development.

Whole School Approach to Integrated Education:
Integrated education is guided by the principles of Early Identification and Intervention, Home-School Co-operation and Cross-Sector Collaboration. A three-tier support model is adopted to cater for students' diverse needs and promote an inclusive and caring school culture.

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.

Curriculum Tailoring and Adaptation:
The school adopts a school-based curriculum and refines it through ongoing review to enhance learning effectiveness. Flexible homework arrangements are implemented according to students' learning progress, enabling them to learn with an appropriate level of challenge. Assessment accommodations are also provided to support students in demonstrating their learning under suitable conditions.

Home-School Co-operation and School Ethos

Home-School Co-operation:
The school values a strong partnership with parents and fosters a culture of home-school collaboration. Through parent activities and campus experiences, parents gain a deeper understanding of the school's vision while engaging in students' learning journeys. Regular surveys strengthen two-way communication, while the KYS Parents Club provides volunteering opportunities and thematic talks that encourage active participation in school life. Through diverse engagement platforms, the school works closely with parents to support students' holistic development.

School Ethos:
The school is guided by the philosophy of "Care as the Foundation, Strengthening Core Values, and Nurturing Leaders of Tomorrow," and is committed to developing students' self-awareness, empathy and global outlook. Staff and students work collaboratively to create a positive school environment and continuously enhance learning and teaching. Teachers form a supportive professional team that fosters meaningful classroom interaction. Students develop confidence, respect for others and a strong sense of belonging, while effective class management nurtures a positive and forward-looking class culture.

Future Development

School Development Plan:
The school adopts a cyclical development approach to drive continuous improvement and sustainable growth. In the current cycle, emphasis is placed on enhancing students' self-directed learning through experiential learning and strengthening health literacy. Through diversified learning experiences and purposeful curriculum design, students develop positive learning habits, personal growth and balanced physical and mental well-being. Guided by whole-person education, the school nurtures students with the qualities of The Leaders of Tomorrow while advancing innovation in curriculum, pedagogy and assessment. Through sustained teacher professional development and collaboration, the school continues to enhance teaching quality and professional capacity.

Teacher Professional Training & Development:
The school places strong emphasis on teachers' professional development through diversified training and professional exchange. A systematic and forward-looking framework includes collaborative lesson planning, peer lesson observation, research lessons and professional sharing, promoting reflective practice and professional dialogue. The school also promotes the effective use of artificial intelligence (AI) and digital technology in teaching. Through Staff Development Days, Education Bureau initiatives and inter-school collaboration, teachers engage in continuous professional learning and innovation.

Others

The school adopts a recognition framework to celebrate students' achievements across academic, sports, arts and character development, including the Leader Badge Certification (LBC). Students achieve excellent results in local and territory-wide competitions, consistently ranking among the top three in English debating competitions. The school also records strong performance in the HK Schools Speech Festival and the HK Schools Music Festival. Students perform well in fencing, swimming, handbell, choir, orchestra and dance.